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Thematic Module 3A



Day Sky, Night Sky



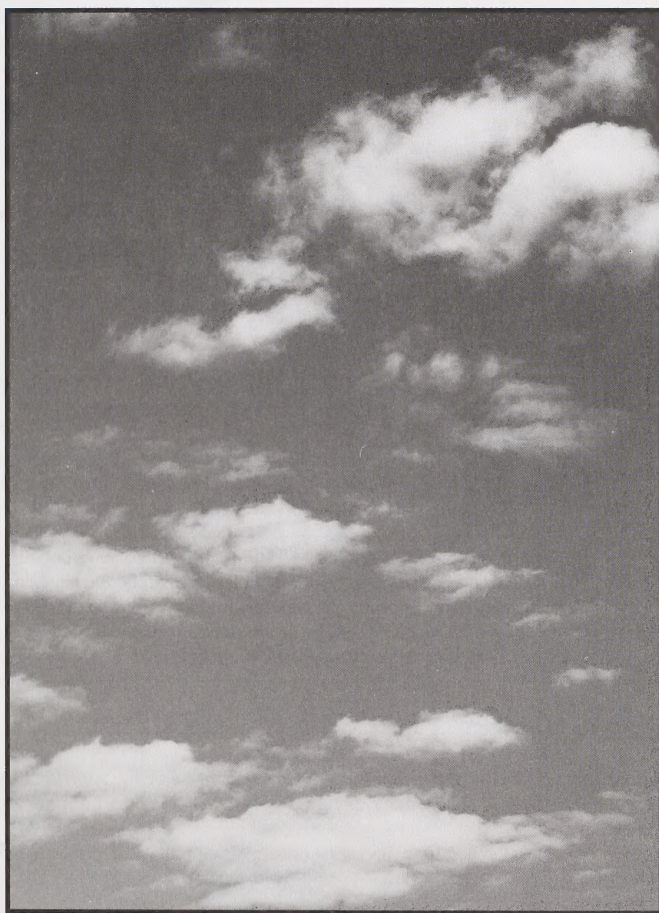
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Thematic Module 3A

Day Sky, Night Sky

Day 1 to Day 9



This product is the result of a joint venture with the following contributors:



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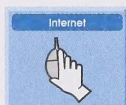
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Grade One Thematic
Module 3A: Day Sky, Night Sky
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2334-6

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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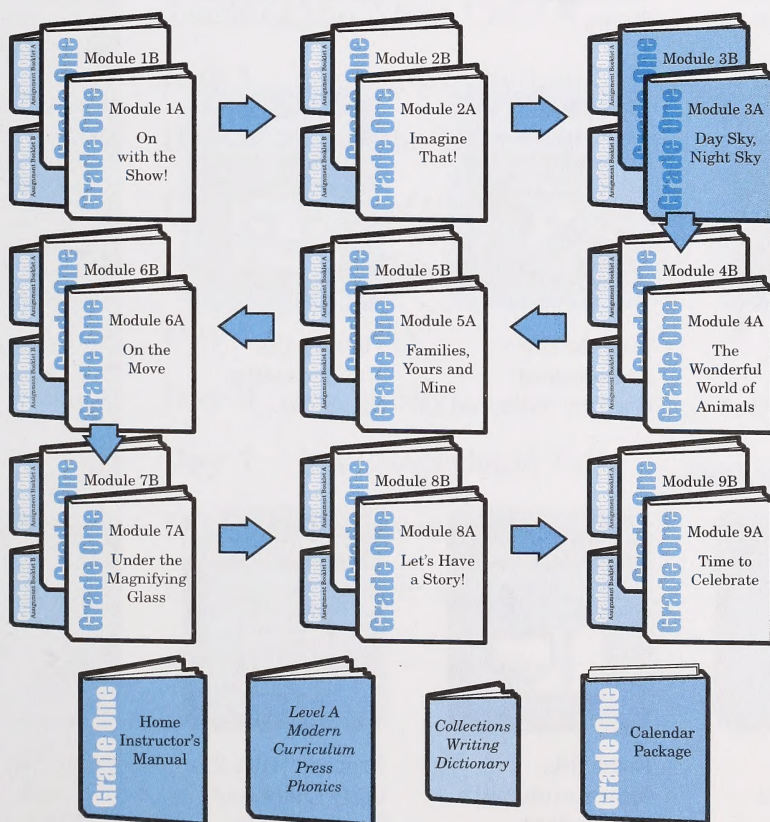
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Course Overview: Basic Components

Welcome to Module 3 of the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

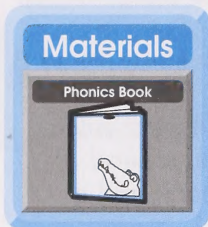
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



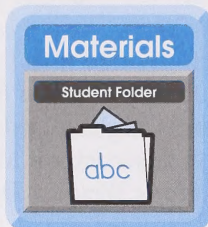
Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

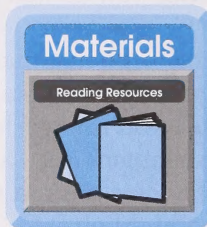
Icons: Materials



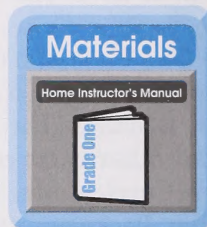
Turn to the
Level A: Modern Curriculum Press Phonics book.



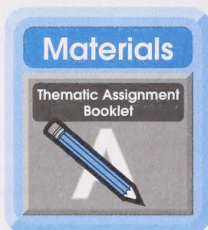
Place an item in the Student Folder.



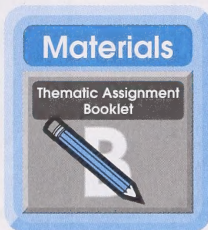
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



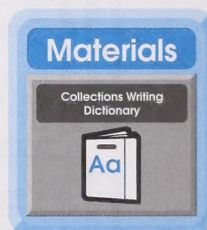
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

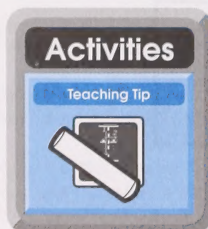


Turn to the audiocassette indicated.

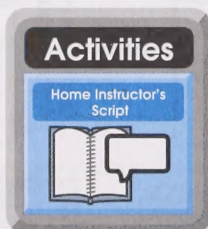


Turn to the *Collections Writing Dictionary*.

Icons: Activities



Read this information to yourself.



Read this information with the student.



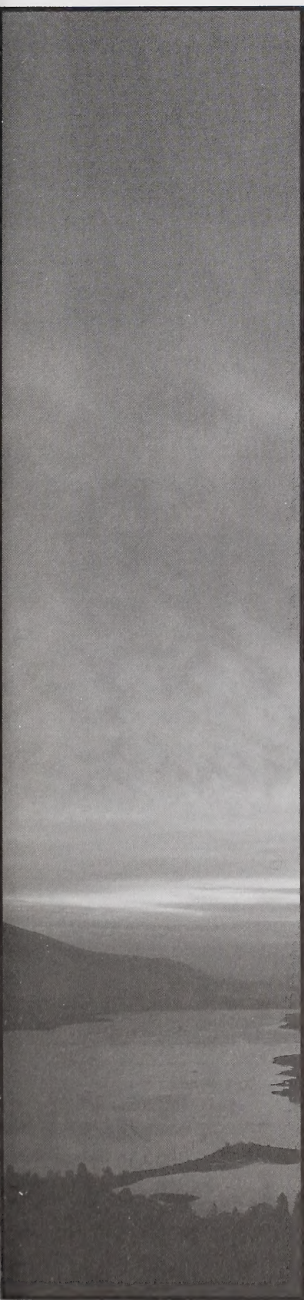
Proceed with the daily Calendar Time activity.




Access the Internet for the student. (This activity is always optional.)

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Module 3 Overview

Day Sky, Night Sky

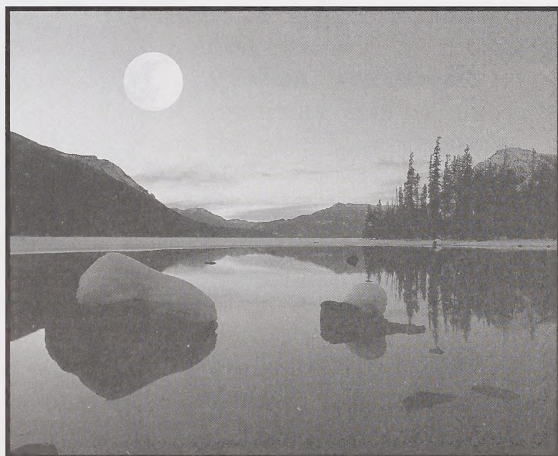
Welcome skywatchers! By the end of this module, that title may well apply to you and your student.

Through the sense of sight, your student will discover that the sky is an ever-changing panorama and notice the contrast between daytime and nighttime sky. Day Sky, Night Sky may stir up more questions than answers, but isn't that what learning is about?

Your student will be challenged to imagine—an ability that was emphasized in Module 2, *Imagine That!* In this module, you'll read non-fiction materials for fact and stories and poems for fancy. Our universe is big enough to capture both scientific and creative minds.



Day sky

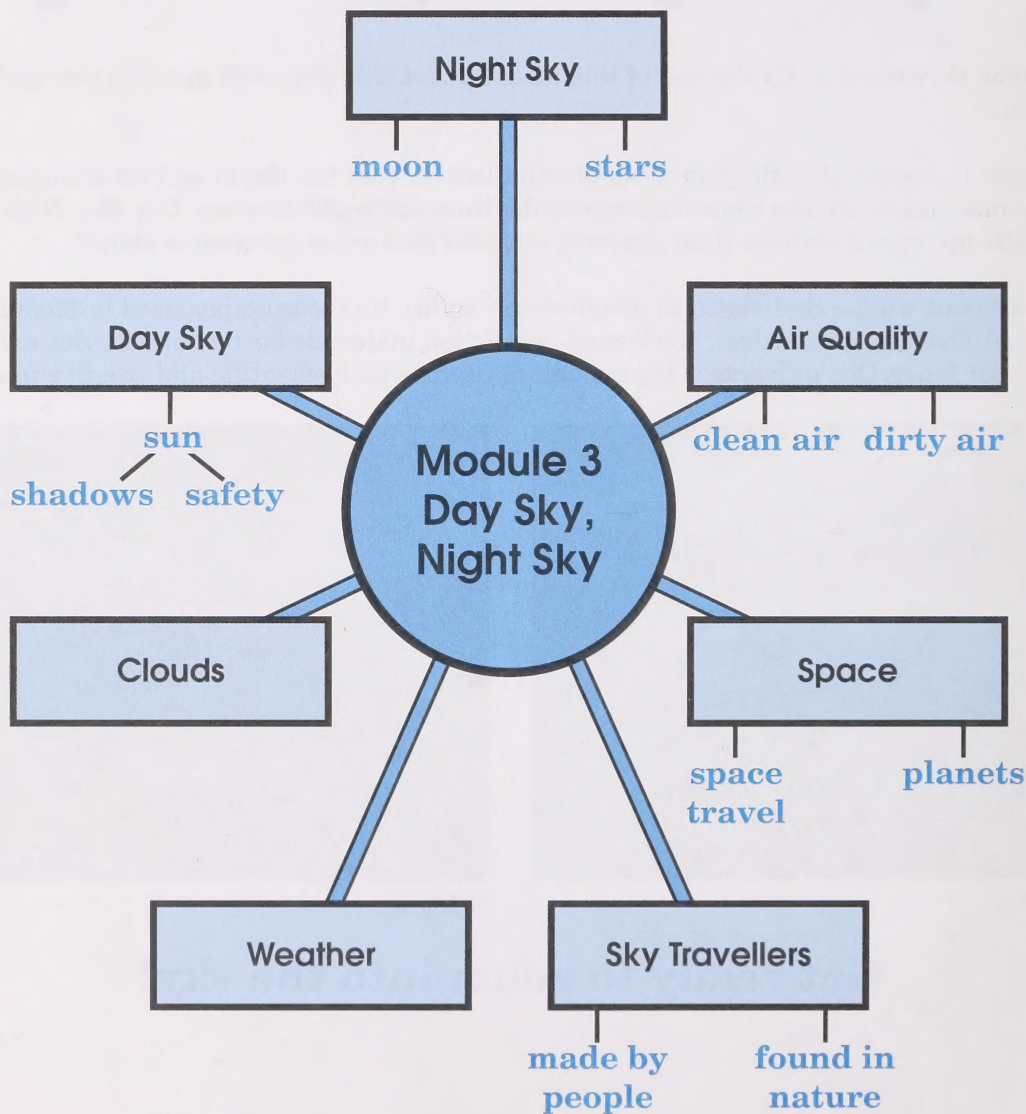


Night sky

Get ready to zoom into the sky!

Module Web Chart

This chart highlights the main thematic topics for this module.



Module Skills and Concepts

While piquing your student's curiosity, sharpening observation skills, and having fun, you will meet many curriculum objectives. Science will integrate with language arts and other subject learning to challenge the student to move ahead in many areas of academic and personal growth.

Your student will strive to accomplish the goals listed below. It is impossible to list all the learning that takes place in an integrated module. Learning leads to more learning. Just as you may record a child's first words when learning to talk, you will soon give up, as it is no longer possible to record each spoken word.

It is not possible to anticipate how far this module will take you. The skills and topics that follow are only a sample of the learning that will take place.

Language Arts Skills

- **Reading**—exploring various styles of literature, such as nursery rhymes, poems, riddles, stories, and non-fiction; locating information in a variety of sources; knowing book elements, such as title, author, table of contents, cover; using a variety of strategies, such as making predictions, rereading, and reading ahead
- **Writing**—sequencing story parts; writing a pattern poem, non-fiction booklet, chart, and journal; capitalizing the first letter of a sentence and the word **I**; punctuating sentence endings
- **Speaking and Listening**—describing observations; generating ideas on a given topic (brainstorming); sharing personal experiences; interviewing a friend; being attentive during listening activities; following spoken directions for projects and research
- **Viewing and Representing**—seeking information using a variety of visual sources; being attentive during viewing activities; using a variety of media techniques such as charts, posters and models to convey ideas
- **Printing**—practising letter formation, spacing, and alignment; printing the alphabet in capital and lower-case letters
- **Phonics**—recognizing consonants in the middle of words; recognizing short vowels (**a, e, i, o, u**), rhyming words, word families, and some letter combinations, such as **ou, th, ea**
- **Spelling Words**—learning to spell **the, I, in, is, it, if**; developing independence in spelling by using the *Collections Writing Dictionary*, known words, and constructed spelling

- **Sight Words**—striving for mastery of high-frequency words **they, we, were, up, but, your, their, said, will, out, about, each, how, all, these, them, then, any, many**

Other Subject Skills

- **Science**—observing and describing; experimenting with colour and light; experimenting with air; researching planets; constructing model aircraft or spacecraft; identifying component parts of personally constructed objects; following simple procedures where instructions are given one at a time; constructing with recyclable materials
- **Drama**—responding to action songs; developing speaking skills; responding to stimuli, such as music and literature; using dramatic play to develop and exercise imagination; playing to empathize with the situation of others; using dramatic movement to investigate the environment
- **Visual Arts**—representing observations, including the horizon, in landscapes, creating collages; running forms off the page; overlapping; stepping back for appraisal; adding finishing touches; displaying art work; painting in response to music
- **Music**—physically responding to the beat; responding to music individually; sharing action songs and singing games; singing in tune
- **Health and Life Skills**—relating to others; recognizing and accepting feelings; becoming aware of air quality; using calendar activities to measure and sequence time; making decisions and choices
- **Physical Education**—demonstrating basic gymnastics skills, such as balancing and using different body parts; recognizing the importance of physical activity; practising and performing a chosen movement sequence

Technical Skills (optional)

- **Computer**—using a CD-ROM to find information about a given topic; using a word processor for short items like titles or captions; using websites to access information

Note: Students are not expected to master all of these concepts and skills at this time but will **work toward mastery** throughout the program. Always keep the student's physical abilities in mind and make adjustments accordingly when working on Music and Movement activities.

Module Materials

Books

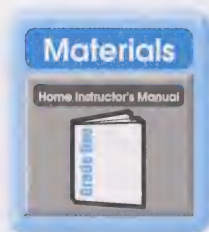
- Calendar Package
- *Level A: Modern Curriculum Press Phonics*, selected pages
- *Collections Writing Dictionary*
- *Collections: It Looks Like*
- *Collections: Too Silly*
- *Collections: Under My Hood*
- *Dive In* (Nelson Language Arts Series)
- *Swing In* (Nelson Language Arts Series)
- *Toes in My Nose* by Sheree Fitch
- *Zoom In* (Nelson Language Arts Series)

Audio and Video Resources

- *Classics for Children* by RCA Victor (compact disc)
- *Singable Songs for the Very Young* by Raffi (optional audiocassette)
- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *10 Crunchy Carrots* by Charlotte Diamond (optional videocassette)

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



See the Home Instructor's Manual for further information on the Master List of Required Materials.

Student Folder

Materials

Student Folder



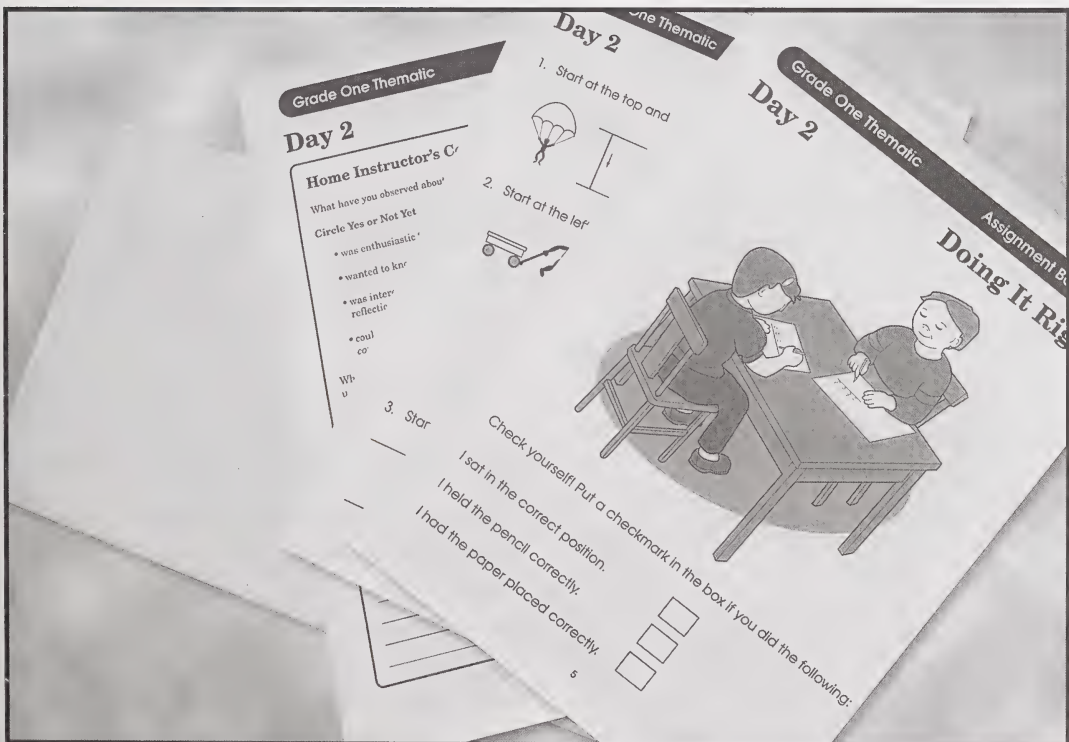
Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.

Materials

Home Instructor's Manual



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources



The basic reading resources that students need are provided. You could extend these with additional resources from a public or school library. Listed below are theme-related resources that would enrich this module.

A trip to the library in search of extra materials might be a delightful beginning to your module. In addition, you could investigate the many games and computer programs on the market that may enhance the student's learning opportunities.

Books

Alphabet

Alphabetics by Suse MacDonald

Tomorrow's Alphabet by George Shannon and Donald Crews

Clouds

Cloudland by John Burningham

Cloudy with a Chance of Meatballs by Judi Barrett

Little Cloud by Eric Carle

The Cloud Book by Tomie de Paola

Flying

Airplanes by Byron Barton

Airport by Byron Barton

Flying by Gail Gibbons

Let's Fly from A to Z by Doug Magee and Robert Newman

Little Plane by Michel Gay

Old Black Fly by Jim Aylesworth

Planes by Anne Rockwell

The Balloon Tree by Phoebe Gilman

Moon

Airmail to the Moon by Tom Birdseye

Goodnight Moon by M. W. Brown

Happy Birthday, Moon by Frank Asch

If I Were the Moon by Sheree Fitch

Moongame by Frank Asch

Moonlight by Jan Ormerod

Owl Moon by Jane Yolen

Papa, Please Get the Moon for Me by Eric Carle

What the Moon Saw by Brian Wildsmith

Nocturnal Animals

The Dark by Robert Munsch
Good Night, Owl by Pat Hutchins
Nocturne by Jane Yolen
Stellaluna by Janell Cannon

Pollution

It's My Earth, Too: How I Can Help the Earth Stay Alive by Kathleen Krull
Mother Earth by Nancy Luenn
Jebo and the Dirty Planet by Kim Fernandes

Rain

Annie's Rainbow by Ron Brooks
A Rainbow of His Own by Don Freeman
Bringing the Rain to Kapiti Plain by Verna Aardema
It's Raining, It's Pouring by Andrea Spalding
We Hate Rain by James Stevenson
When It Rains, It Rains by Bill Martin, Jr.

Now

Norman's Snowball by Hazel Hutchins
Snowballs by Lois Ehlert
Now Day by Moria Fain
The Big Storm by Ezra Jack Keats
The Snowy Day by Rhea Tregobov

Space

Mazing Space Facts by Dinah L. Moche
Beyond the Milky Way by Cecile Schoberle
Last Off to Earth by Loreen Leed
You Were an Astronaut by Dinah L. Moche
Want to Be an Astronaut by Byron Barton
My First Book About Space: A Question and Answer Book by Dinah L. Moche
Our Solar System by Seymour Simon
Professor Noah's Spaceship by Brian Wildsmith
Seeing Earth from Space by Patricia Lauber
Space Case by Edward Marshall
The Magic School Bus Gets Lost in Space by Joanna Cole
The Planets by Anne Welsbacher
The Solar System by Anne Welsbacher

Stars

Dot to Dot in the Sky: Stories in the Stars by Joan Hinz
Draw Me a Star by Eric Cale
Stargazers by Gail Gibbons

Sun

Let's Look Up: The Sun by Denny Robson
Simple Science: Day and Night, edited by Catherine Baxter
Sunshine by Jan Ormerod
The Sun by Seymour Simon
Wake Up, Jeremiah by Ronald Himler
Where Does the Sun Go at Night? by Mirra Ginsburg

Weather (General)

The Storm by W. Nikola-Lisa
Weather by Jan Pienkowski
Weather by T. Kierein
Weather, illustrated by Sophie Kniffke
Weather Everywhere by D. Casey
Weather Words by Gail Gibbons

Wind

The Very Windy Day by Elizabeth MacDonald
Wind, What Can It Do? by Janet McDonnell

Rhyming Books

The Cat in the Hat by Dr. Seuss
Hello, Cat, You Need a Hat by Rita Golden Gelman
Hop on Pop by Dr. Seuss
More Spaghetti, I Say by Rita Golden Gelman
Mr. Brown Can Moo! Can You? by Dr. Seuss
One Sun: A Book of Terse Verse by Bruce McMillan
The Foot Book by Dr. Seuss

Computer Software

Encarta Encyclopedia 97, Microsoft Corporation, 1996.
The Magic School Bus Explores the Solar System.
Microsoft Corporation, 1994. Copyright 1994
Scholastic, Inc. Based on The Magic School Bus
Series by Joanna Cole and Bruce Degen.
Treasure Galaxy. The Learning Company, 1994.

Videocassettes

Bringing the Rain to Kapiti Plain by Verna
Aardema
The Magic School Bus Gets Lost in Space by Joanna
Cole and Bruce Degen. 30 min. New York: A
Warner Music Group Company. 1995
The Magic School Bus Kicks Up a Storm
The Magic School Bus Out of This World
The Magic School Bus Taking Flight
The North Wind and the Sun: A Fable by Aesop
produced by Robert Verral. 2 min. 53 sec.
Montreal: National Film Board of Canada. 1994.

Internet Websites (optional)

Canadian Weather Network
<http://www.theweathernetwork.com>

Earth and Moon
<http://www.fourmilab.ch/earthview/vplanet.html>

The Solar Simulator
<http://space.jpl.nasa.gov/>

Tonight's Sky
<http://www.earthsky.com/Features/Skywatching/>
<http://www.currentsky.com>
<http://www.seds.org/billa/tnp>
<http://www.hhmi.org/coolscience/airjunk/index.html>

Website for author Sheree Fitch
<http://www.chebucto.ns.ca/culture/WFNS/Writers/sfitch>



Social

Physical

Intellectual

Creative

Emotional

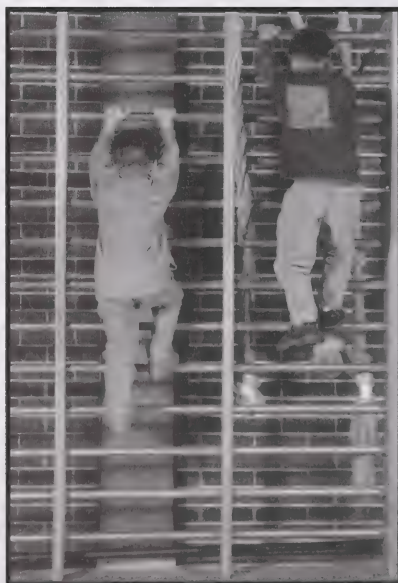
Teaching the Whole Child

Moving Up the Ladder

Today, your student will climb an imaginary ladder to the sky to introduce the module and symbolize steps toward greater creative thought and learning.

Day 1 activities combine factual observation with fanciful thought. Your student will brainstorm for sky words, observe the sky and describe it, begin a sky graph, and make a collage of the daytime sky.

Aerobics and imagination will take the student skyward during Music and Movement. During Reading, you'll see the sky through a poet's eyes in "Ladder to the Sky" by Sheree Fitch.



Step up on the first rung of the ladder

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- pocket chart
- three rings, 4.5 cm in diameter
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 67 and 68
- Thematic Assignment Booklet 3A
 - Day 1: Printing Words
 - Day 1: Printing Sentences
 - Day 1: My Sky Graph
- two rings, 4.5 cm in diameter
- *Toes in My Nose* by Sheree Fitch
- eye protection, such as sunglasses and cap with sun visor
- consonant flash cards from the phonics book

Music and Movement

- a stairway
- recorded music
- space-themed music (optional)

Silent Reading Time

- favourite reading material

Math Time

- See Mathematics Module 3, Day 1.

Project Time

Day Sky Collage

- treasure box (See the Home Instructor's Manual.)

Let's Look Back

- Thematic Assignment Booklet 3A
 - Day 1: Learning Log

Story Time

- mutually chosen reading material
- binoculars or telescope (optional)

Activities

Calendar Time

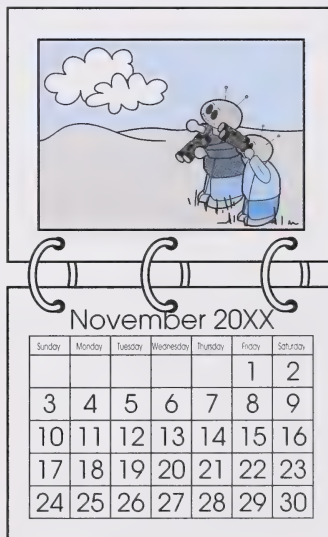


Calendar Time

Time recommended: 30 minutes

Calendar Time helps the student develop awareness of order and time. If you are continuing with a calendar from a previous month, begin right away.

If you are starting a new month, take out a new calendar page from the Calendar Package, and help your student fill in the name of the month and the numbers of the days up to today's date. Take out a Calendar Picture Card from the Calendar Package, and have your student draw an idea that suits the theme Day Sky, Night Sky. Look through the reading resources for this module for ideas.



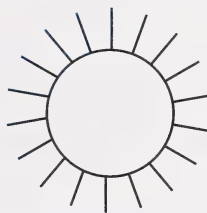
Follow the script in the Calendar Package under Basic Calendar Time Procedure. Then have the student add a small weather symbol to the box for today's calendar date.

To do this, create a weather key for the student to follow. Make up a simple picture for each of several weather words. Draw the pictures on a piece of paper, and print the corresponding words. Display the key in your learning area. Some sample symbols follow.

Weather Symbols



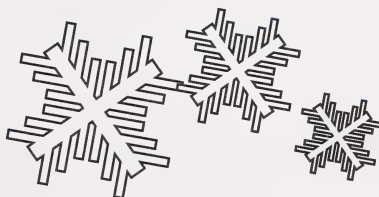
cloudy



sunny



rainy



snowy

Include words that reflect the weather in your area, such as **foggy**, **windy**, and **stormy**. Keep a record of the weather throughout this module by having the student draw one of these symbols on your calendar each day.

Enrichment (optional)

Make your Weather Key into a mobile to hang in your learning area. Cut out a shape to represent each weather word. Write the correct word on each shape. Attach the shapes to a hanger with lengths of yarn or string.

Focus for Today



Look closely. What do you see?

Materials

Thematic Assignment Booklet



The focus for today is on the student's ability to **observe**, **describe**, and **artistically represent** the sky. Preview Day 1: Learning Log in Thematic Assignment Booklet 3A.

Language Arts

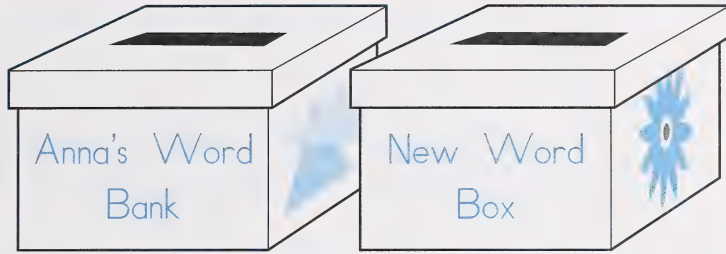
Time recommended: 35 minutes

Materials

Home Instructor's Manual



If you have not already made a New Word Box and a personal word bank, refer to Word Study Teaching Notes in the Appendix to the Home Instructor's Manual.



At the end of Module 2, you placed words from your word boxes on two rings—coloured index cards with high-frequency words on one ring and white index cards with theme and personal-interest words on the other ring. Occasionally review the cards on these rings, emphasizing the high-frequency words.

Today, start a new collection of words for this module. Your student will work toward recognizing these words at a glance, eventually not needing to sound them out.

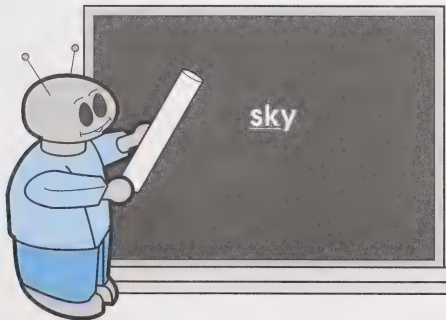
Word Study

Have your student choose one theme-related word of interest, for example, the word **sky**. Print the word on a blank white index card and, if **sky** is the word, study it as follows:

The sk Blend

Introduce the sound of the **sk** blend of letters in the word **sky**.

- Print the word on a chalkboard or piece of paper and focus the student's attention on the beginning sounds **sk**.



- Review the sound of the letter **s** and the sound of the letter **k**.
- To emphasize how these sounds are blended together, demonstrate with the student's fists or with two blocks. Give the left fist or block the "s" sound and the right fist or block the "k" sound. Be sure the child will be able to view the two letters in the correct direction and order.



Say the two sounds, blending them together at the same time that you bring the fists or blocks together.

- Print a short sentence in which the new word is replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud. Here is an example.

I see the stars in the _____ sky _____.

- Remind your student of other familiar words that rhyme with **sky**, such as **my** and **by**.
- Place the index card in the New Word Box for later review.
- Review each day by having your student read the title on the cover of this Student Module Booklet. The word **sky** may also appear on charts and in other reading material.
- Remind the student to print the new word in the *Collections Writing Dictionary*. Refer to the Home Instructor's Manual for Suggestions on How to Use the *Collections Writing Dictionary* if you have not done so before.

Materials

Home Instructor's Manual



Refer to Word Study Teaching Notes in the Appendix of the Home Instructor's Manual for additional suggestions on teaching word recognition.

If the student has difficulty with Word Study activities, limit the number of words to one new word a day. Discuss any concerns regarding your student's learning with the teacher.

Phonics and Printing

Review the consonants **b, d, g, k, l, m, n, p, t, and v**, using each as the middle sound of a word with the following strategies:

- Set out toys or real objects, such as those pictured on pages 67 and 68 of *Level A: Modern Curriculum Press Phonics*—mitten, hammer, zipper, ruler, radio, tiger, camel, and baby, for example. Have the student identify the items one at a time.
- Repeat the name of each object, asking the student to identify the **beginning** and **ending sounds** of each word.
- Print the letters for these sounds on a chalkboard or sheet of paper. For example, for the word **mitten**, you would print **m** and **n**.



m

n

- Say each word, emphasizing the middle sound. Ask the student to identify the middle sound and its letter name. Say **mitten**, for example, emphasizing the middle sound “t.” Print the letter **t** in the middle position as shown.

m

tt

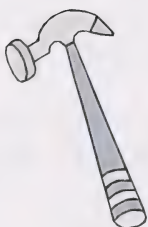
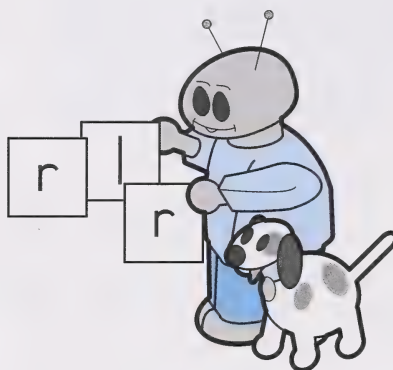
n

- Lay out lower-case consonant flash cards in random order. Use the cards that were originally at the back of the phonics book.



Say the names of the objects you set out at the beginning of the phonics lesson. As you say each word, have the student pick the consonant flash cards that represent the beginning, middle, and ending sounds. Have the student arrange the cards in order from left to right as the sounds appear in the word.

With the word **ruler**, for example, have the student arrange the cards as shown below.



- Present your student with two articles, such as a zipper and a hammer. Ask which has the “m” sound or the “p” sound in the middle of the word. Repeat with another pair of objects or with a set of three objects.
- On a sheet of paper or chalkboard, print the names of some of the objects on pages 67 and 68 of the phonics book, leaving blank lines for the middle consonants. For example, print these words.

po _ y

se _ en

ro _ ot

mi _ _ en

Say each word, and have the student print in the missing letter or letters.

- Present one of the consonant cards, and ask the student to find an object that has the sound of that letter in the middle position. For example, if the student has a card with the letter **p**, the word **zipper** could be given in response.

- Read the verse that follows.

Three little kittens,
They lost their
mittens,
And they began to cry,
Oh, mother dear, we
sadly fear
Our mittens we have lost.



Draw your student's attention to the words **little**, **kittens**, and **mittens**. Write these words on a chalkboard or paper, with curved lines to indicate each word's rhythm.

lit tle kit tens mit tens

Later in Grade One Thematic, your student will learn more about dividing words into syllables.

Materials

Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics*, pages 67–68. Before the student begins, correct the letter **t** on both pages to match the lower case **t** the student was taught. Read the directions on page 67. Have your student complete the page as independently as possible. Mark the page. Have the student make corrections as needed. Re-mark with a different colour. Do the same with page 68, noting that the student is asked to also trace the whole word.

Materials

Thematic Assignment Booklet



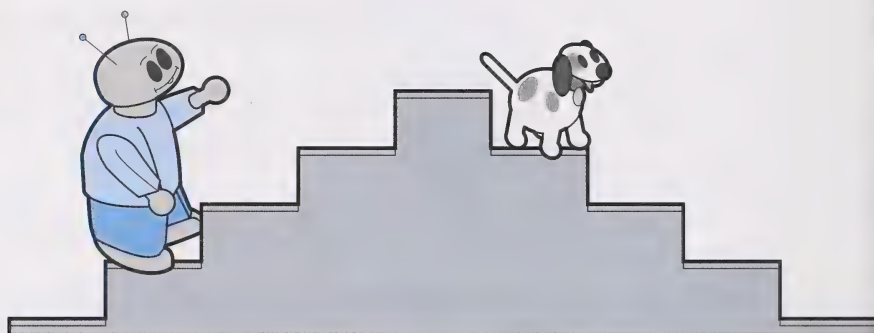
Turn to Thematic Assignment Booklet 3A to complete Day 1: Printing Words and Day 1: Printing Sentences. Choose the assignment that is more suitable for your student. A more advanced student might prefer the challenge of the sentence over the words.

Music and Movement

Time recommended: 10–15 minutes

First, do some stretches and then climb some stairs for aerobic exercise and fun. As you climb, imagine mounting a flight of stairs that reaches into the sky. Make pictures in your mind of what you might see on the way.

Play music to add to your adventure, for example, space-themed music, such as *Star Wars* or *2001: Space Odyssey* or any other music that suggests movement.



Next, do the following fingerplay. Later, you'll brainstorm a list of things you might see in the sky. Naturally, birds will be on your list.

Two Little Dickie Birds

Two little Dickie Birds sitting on a wall,

(Put your fists together with two thumbs pointing up.)

One named Peter,

(Wiggle the thumb of your right hand.)

The other named Paul.

(Wiggle the thumb of your left hand.)

Fly away, Peter.

(Hide your right thumb behind your back on your right side.)

Fly away, Paul.

(Hide your left thumb behind your back on your left side.)

Come back, Peter.

(Bring back the right-hand thumb.)

Come back, Paul.

(Bring back the left-hand thumb.)

Fly away, fly away, fly away all.

(Put both hands behind your back.)



Language Arts

Time recommended: 60 minutes

Reading

Look at the sky with your student. Question as follows.

What does the sky look like today?

What colour does it seem to be?



Are there any clouds?

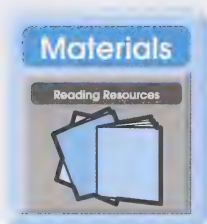
What else can you see in the sky? (For example, you might see birds, planes, a jet streak, or a rainbow.)

Where is the sun?

What do you remember about the nighttime sky?

What can we see in the sky at night? (moon, stars, northern lights)

Modelled Reading



Set out Sheree Fitch's poetry book, *Toes in My Nose*. Point out that there are several poems that suit the sky theme.

Look for a picture in this book that reminds you of the sky.

Why does this picture make you think of the sky?

Are there any other pictures that show something about the sky?

We'll read a poem that takes us on an imaginary ladder to the sky.

Help find the poem "Ladder to the Sky" near the end of the book. Point out that the word **ladder** has the same rhythm as **little**, **kittens**, and **mittens**—words found in "The Three Little Kittens."

lit tle lad der

Imagine the poet is talking to you.

You are climbing the ladder to the sky.

As I read, picture what you are seeing and doing.

Read the poem aloud. Then ask the student to recall details of this ladder adventure.

Activities

Teaching Tip



Some students will easily visualize and verbalize such an adventure. Others will need questioning and encouragement to make a literary experience come to life.

Sky Words Chart

Materials

Home Instructor's Manual



What does your student already know about the sky? Make a Sky Words chart to find out. First, refer to the Language Arts section of the Home Instructor's Manual for general suggestions on Modelled Writing.

Sketch: a quick drawing with few details

Then print the title **Sky Words** on a piece of paper. **Brainstorm** and list words about the sky. Encourage your student to **sketch** an illustration of each word.



Keep the Sky Words chart on display in your learning area to add to as you move through this module and refer to when writing. Do not submit this chart for evaluation.

Sky Graph

Looking at photos of various skies is interesting, but today your student will start a sky graph to notice the sky in your own area. Make several sky checks each day until the end of Day 9 at the following times:

- at Calendar Time
- before lunch
- during Let's Look Back
- after supper or at bedtime

Observe and record changes in the day and night sky. Look for features such as these:

- colour
- cloud formation
- the shape of the moon

Caution: Remind your student never to look directly at the sun, even with sunglasses on. Looking right at the sun can harm your eyes.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and read the directions to begin Day 1: My Sky Graph.

Note the additional spaces on the right side of the graph for unusual sky features, such as lightning, northern lights, fog, or rainbows.



Enrichment (optional)

predict: tell beforehand

Listen to the weather forecast on radio or television for the next two weeks. Talk about how weather forecasters try to **predict** what the weather may be like tomorrow and for several more days. Keep track of the weather forecast on a sheet of paper, and compare it to the weather that you record on your calendar or graph.

Writer's Workshop

Refer again to the poem "Ladder to the Sky" in *Toes in My Nose*. Ask your student to imagine what such an adventure would be like.

What would a person see?

What would a person do?

You can record your thoughts in a flip book.

Flip Book

Use the following directions to guide the student:

- Fold a sheet of unlined looseleaf or art paper in half horizontally.
- With the fold at the top, draw a picture of yourself climbing a ladder to the sky and what you would see up there.
- Flip up the page. On the bottom half of the inside, complete the following pattern sentence.

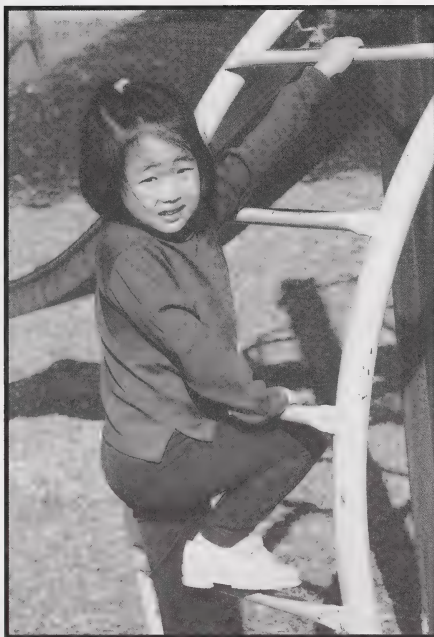
If I could climb a ladder to the sky,
I would _____.

- Encourage the student to write additional details or draw a border of sky details.



Enrichment (optional)

Challenge a more advanced student to write an original story without the use of a pattern sentence. Include a beginning, a middle, and an end to the story.



Materials

Collections Writing Dictionary



Use your *Collections Writing Dictionary* to encourage independent writing. For ways to use this personal dictionary, refer to the Language Arts section of the Home Instructor's Manual.

Materials

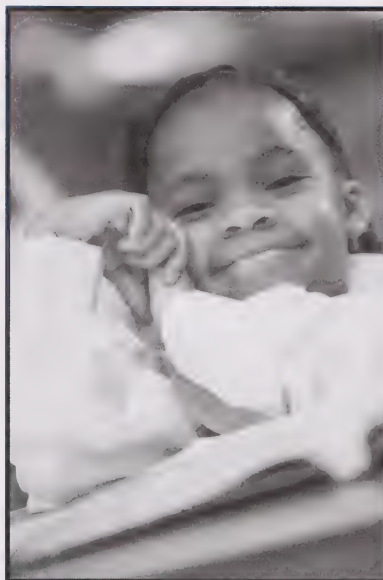
Student Folder



Label the flip book as follows before placing it in the Student Folder:

- student's full name
- module and day numbers (M3D1)

**Enough sky gazing for now.
It's time to take a lunch break.**



Silent Reading

Time recommended: 5–10 minutes

This is the time when both you and your student read whatever you choose—magazines, picture books, television guide, newspaper, cookbook, novel, or non-fiction book.

Reading time does not have to be about the sky. The student may read different things each day or the same material more than once.

Math Time

Time recommended: 45 minutes

If registered in the Grade One Mathematics program that accompanies this Thematic program, students are encouraged to work on mathematics each school day. Proceed with Mathematics, Module 3, Day 1 activities now.

If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.

Project Time

Time recommended: 50 minutes

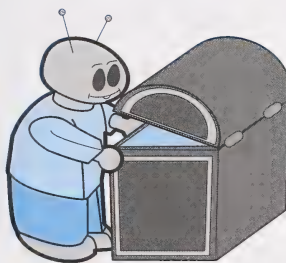
Day Sky Collage

Materials

Home Instructor's Manual



Set out a sheet of blue construction paper for the background and your treasure box of recyclables, if you have one. If you have not started a treasure box, refer to the art section of the Home Instructor's Manual.



Discuss what you might see in the sky during the day. Then help the student create a **collage** by assembling bits and pieces that give the idea of *sky*, not just make a picture of the sky. Suggest some of the following art techniques to the student:

- Hunt through your treasure box for inspiration.
- Use different procedures, such as cutting, drawing, tearing, or stitching to make shapes.
- Include a variety of colours, textures, and materials, such as paper or fabric.
- Repeat a colour or texture. For example, if you make a yellow sun, include a yellow kite, balloon, or airplane. Bright colours will suit a daytime collage.
- Overlap shapes to help bring the composition together.
- Have forms run right up to or off the edge of the picture space. Trim them, if necessary.

Collage: artwork made by gluing materials of different texture, colour, and shape onto a background

- Step back from the project to decide how it could be improved.
- When the collage is finished and the glue is dry, help your student decide on a suitable title, print it on a word strip, and glue it onto the top or bottom of the picture. Print the title by hand or on the computer.

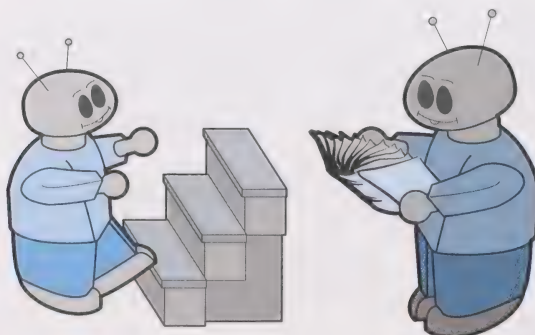


Display the student's artwork for a few days as a compliment and an esteem booster. Label it with the student's full name and M3D1 before placing it in the Student Folder.

Sharing Time

Time recommended: flexible

Your student could tell about the new module, share a few of the day's accomplishments, or act out "Ladder to the Sky" while you read the poem aloud.



Let's Look Back

Time recommended: 10 minutes

This is a time to reflect on the day's accomplishments. You could use the following script.

Did you enjoy looking at the sky? Why?

Was it difficult or easy to describe the sky?

How did you show sky details in your collage?

What would you like to learn about the sky?

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 3A, and complete Day 1: Learning Log.

Then turn to Day 1: My Sky Graph. Have your student check the sky and record observations on the graph.



Story Time

Time recommended: flexible

During Story Time, share a new or favourite story that could be related to the theme or be something completely different.



As you read aloud, you are modelling good reading and ending the day on a positive note.

Materials

Thematic Assignment Booklet



Remind your student to check the night sky before bedtime and record observations on the Sky Graph in Thematic Assignment Booklet 1A. Binoculars or a telescope, if available, would add a new dimension to this activity.

**You have inspected a lot of sky today
What will you see on Day 2?**

I See the Moon

Today you'll read a poem about the moon to begin a fascinating study of the phases of the moon. The student will sequence and write about the phases.

During Music and Movement, the student can hide, just as parts of the moon hide in the dark or behind the clouds.

In Day 1, you created a day sky collage. Today, the student will make a collage of a night sky, where the moon could be the main feature.

Since phonics principles are best learned in context, you'll introduce the "super e" in the words **game** and **hide** and the "spooky oo" in **moon**. The main phonics lesson continues with middle consonants.



I see the moon. The moon sees me.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- Thematic Assignment Booklet 3A
 - Day 1: My Sky Graph
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 69, 71, and 72
- Thematic Assignment Booklet 3A
 - Day 1: My Sky Graph
 - Day 2: Moon Printing
- Sky Words chart prepared on Day 1
- stuffed toys and simple props (optional)
- word boxes and index cards
- *Collections Writing Dictionary*

Music and Movement

- space for playing hide and seek

Silent Reading Time

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 3, Day 2.

Project Time

- treasure box

Let's Look Back

- Thematic Assignment Booklet 3A
 - Day 1: My Sky Graph

Story Time

- mutually chosen reading material

Activities

Calendar Time



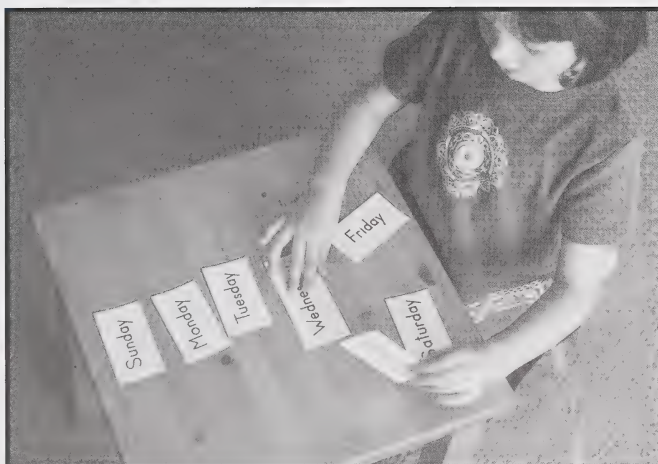
Calendar Time

Time recommended: 10 minutes

Select activities that suit your student's interests and skill level. Refer to the Calendar Package for ideas.

Certain curriculum objectives are particularly suited to the calendar activities throughout this module, Day Sky, Night Sky. Include the following skills each day:

- Name, in order, the days of the week and the seasons of the year.



- Describe the time of day in general terms, such as morning, afternoon, or evening.



Day 2 • I See the Moon

- Sequence events within one day and over several days, as in the following example:
 - get dressed
 - make bed
 - eat breakfast
 - clean up
 - do school work

Ask your student what happens **first**, **second**, and **third** or **first**, **next**, and **last** for situations like inviting company or going on vacation. Simple tasks, such as getting ready to go outside, can also be ordered into steps.

Be sure to discuss the weather and have the student draw a weather symbol on your calendar. Ask if the weather has changed from yesterday.

In addition, encourage your student to draw the shape of the moon on one side of the date every night for the next two weeks.



Materials

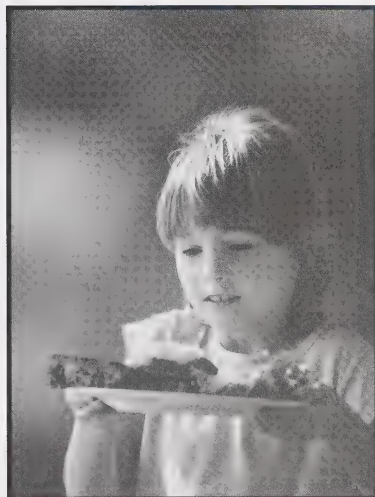
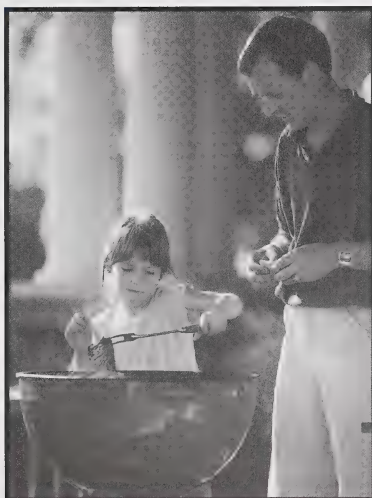
Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, to Day 1: My Sky Graph. Record what you see in the morning sky. Remind your student to check the sky again at noon, in the afternoon, and after dark.

Focus for Today

Today's focus is the student's ability to **sequence**, or **put in order**, the events of daily life.



Which comes first—cooking or serving? What's next?

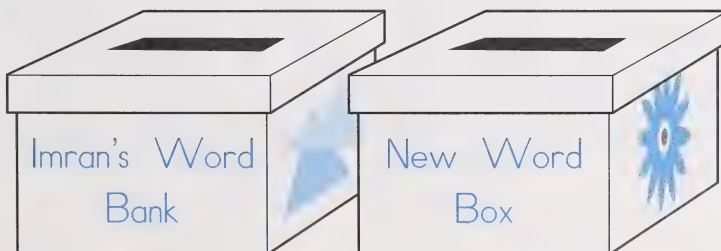
Language Arts

Time Recommended: 35 minutes

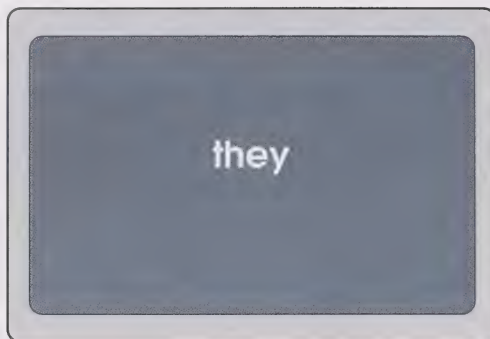
Word Study

they

Print this high-frequency word on a coloured index card. If your student is able to read the word at a glance, place it in the personal word bank. Then challenge the student to choose a theme or special-interest word.



If the student needs further instruction, print the word **they** on a sheet of paper or chalkboard.



Underline the **th** letter combination, and review its sound as in the key word **think**.

th

think



Stick your tongue between your teeth and push out air. Also, tap your temple to indicate thinking.



Activities

Teaching Tip



There is a difference between the sounds of **th** in **think** and in **they**. The **th** in **think** is voiceless, causing no vibration in the voice box. The **th** in **they** is voiced, causing vibration in the voice box.

Early readers do not always hear this distinction between the voiced and voiceless **th**. That is fine for now. Make both sounds, however, by placing your tongue between your teeth and pushing out air.

The student will need to memorize the **ey** letter combination. After some study, place the index card for the word **they** in the New Word Box.

Your student could also practise sight words related to the theme, such as **sun**, **moon**, or **star**. Print such words on white index cards and study them together.

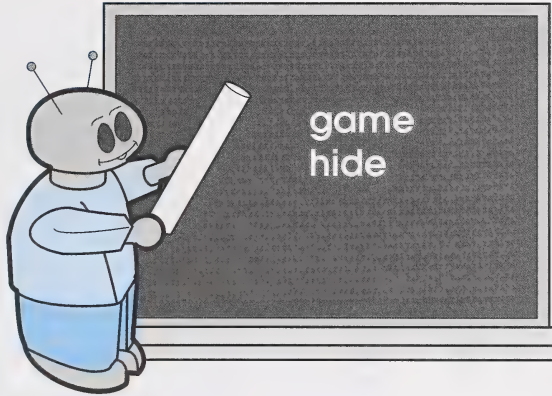
Materials

Collections Writing Dictionary



Also have the student add any new words to the *Collections Writing Dictionary*.

Phonics and Printing



Print the words **game** and **hide** on a chalkboard or paper. Introduce the concept of the silent or “super e” as follows.

We have talked about letters called **vowels**.

Can you tell me the names of the vowels?
(**a**, **e**, **i**, **o**, **u**, and sometimes **y**)

Activities

Home Phonics & Spelling



apple



a

elephant



e

You're it!



i

octopus



o

up

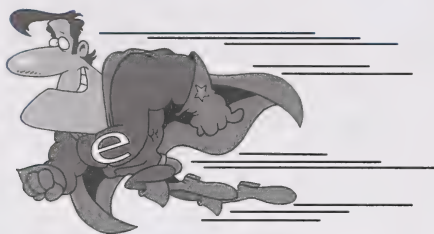


u

and sometimes y

Today, you'll study a special kind of **e**.

The **e** at the end of the word **game** is called a silent or **super e**.



Super e

At the end of many words, an **e** is silent. It usually makes the vowel that comes before it say its own name.

In the word **game**, the **super e** taps the letter **a** and says, "Say your name."

To help your student remember the "super e rule," tap the child lightly on the head and say, "What's your name?" Have the student respond by saying his or her own name.

With the word **game**, **super e** taps the letter **a** and says "What's your name?"



Explain that when a vowel says its own name, it is called a **long vowel**. To show that a vowel is long, it is sometimes marked with a line above it.

gāme

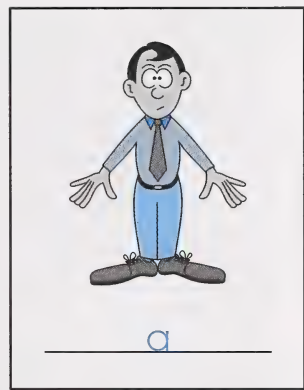
In the word **hide**, the **super e** taps the letter **i** and says, "Say your name."



Have your student cut out a picture of a man and glue it onto an unlined sheet of paper. Under the picture, draw a base line with the letter **a** sitting on the middle of the line, as shown.

Have the student use this page as follows:

- Name the letter for the beginning sound of the word **man**.
- Print the letter **m** to the left of the letter **a**.
- Name the letter for the ending sound.
- Print the letter **n** to the right of the letter **a**.



Point out that the letter **a** in the word **man** is a **short vowel**. The letter does not say its own name but says the "a" sound as in the word **apple**. The letter **a** in **man** is a short vowel sound, marked with a curved line above it.

mān

You do not have to submit this assignment.

Materials

Phonics Book



Turn to page 69 in *Level A: Modern Curriculum Press Phonics* and read the directions at the top of the page with your student. Then read the Word List below the directions, encouraging the student to read as many of the words as possible. Have your student complete the page independently. Mark the page, and have the student make any corrections needed.

Remove pages 71 and 72 from the phonics book. Help your student make this booklet. Point out that this is a story that tells what happened to Socks on moving day. Read the story aloud. Then ask the following questions to help your student consider the meaning of the story.

Why was Socks missing on moving day? (She was having baby kittens.)

How would family members feel when they couldn't find their pet? (sad, worried)



What had Socks been doing when she was gone? (moving her kittens)

Note: You don't have to submit this story booklet to the teacher. When phonics pages are returned after marking, put them in order into a binder. You will complete page 70 in a later module.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 2: Moon Printing.

Music and Movement

Time recommended: 10–15 minutes

Ask whether your student thinks the moon is hiding when part of it is in the dark or when it is behind the clouds. Discuss why or why not.



Whether the moon is hiding or not, the student can play a game of hide and seek. Involve others, if possible. If weather permits, go outside. The game will provide counting practice, allow the student to burn off some energy, and give you a fitness break.



Finally, sing this traditional song in French or English. If you are not familiar with the tune, read it as a poem.

Au clair de la lune

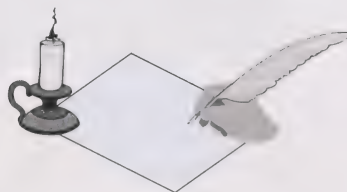
Au clair de la lune,
Mon ami, Pierrot,
Prête-moi ta plume,
Pour écrire un mot.

Ma chandelle est morte,
Je n'ai plus de feu;
Ouvre-moi ta porte
Pour l'amour de Dieu.

In the Evening Moonlight

In the evening moonlight,
My good friend, Pierrot,
Lend to me your quill pen,
Just to write a note.

My candle is burned out,
And my fire's out too;
Your front door please open,
Please, I beg of you.



Note: Familiarize your student with the ideas of an old-fashioned quill pen and writing by candlelight.

Language Arts

Time Recommended: 60 minutes

Reading

quay: a wharf or dock
used for loading and
unloading ships

Read the following poem aloud twice. Note that the word **quays** is pronounced *keys*.

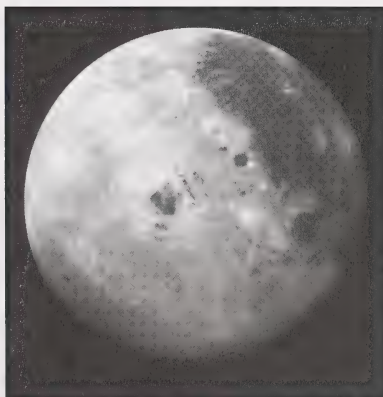
Ask the student while listening to consider what the poet thinks about the moon.

The Moon

The moon has a face like a clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house.
The bat that lies in bed at noon,
All love to be out by the light of the moon.

R. L. Stevenson



NASA

Discuss the poem as follows.

What does the poet say the moon is like?
(a clock on the wall)

Why do you think the poet says the moon is like a clock on the wall?

Is the moon always like the face of a clock?
(no)

Why do you think the moon doesn't always look round?

After the student responds, discuss the following information.

One part of the moon is always facing the sun. The other side of the moon is dark. The side of the moon that is lit by the sun is the only part that we can see. Since different amounts of the moon are lit by the sun on different nights, sometimes we see a whole circle, and sometimes we see just a small piece.

What does the word **shine** mean? (to give off light)

Do you think the moon shines?

The moon does not have light of its own like the sun has. It can, however, send back some of the light that shines on it from the sun. This reflection is why we can see the moon in the sky.

In the poem, what things does the moon shine on? (thieves on the garden wall, streets, fields, harbour quays, birdies, squalling cat, squeaking mouse, howling dog, and bat)

What does the word **thieves** mean? (people who steal)

What do you think **harbour quays** are?

Harbour quays are places for ships to land and to load or unload. Often, they are made of stone.

What kind of sound would a squalling cat make? A squeaking mouse?

Is the word **squalling** a good way to describe the sound a cat makes sometimes?

Is the word **squeaking** a good way to describe the sound a mouse makes sometimes?

Why do you think the people and animals like to be out by the light of the moon?

Do you like to be out by the light of the moon?

Read the poem aloud again. Ask the student to listen for rhyming words. Review that rhyming words have similar ending sounds.

Guide the student to identify the rhyming pairs **hall** and **wall**, **quays** (pronounced as keys) and **trees**, **mouse** and **house**, and **noon** and **moon**.

List these rhyming pairs on a sheet of paper or chalkboard, and discuss the similar letters and sounds at the end of three of the pairs. Review that even though the end letters in the words **quays** and **trees** are not the same, they are pronounced the same.

Print the word **moon** on a chalkboard or sheet of paper, so that your student can look closely at it. Point out the **spooky oo** in the word **moon**.

moon

Make the sound spooky by stretching it out.

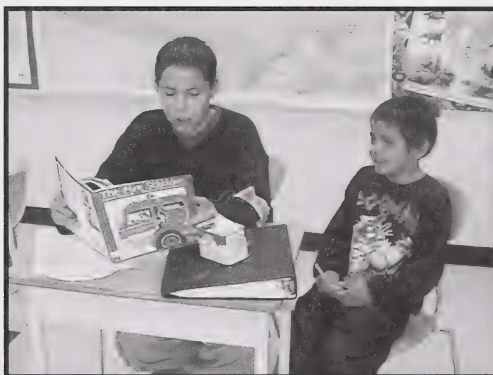
moo—oo—oo—oo—n

Enrichment (optional)

Dramatic Play: Bear and the Moon

Check your local library for the book *Moongame* by Frank Asch. Turn *Moongame* into a play for Sharing Time. This ties in well with today's emphasis on sequencing.

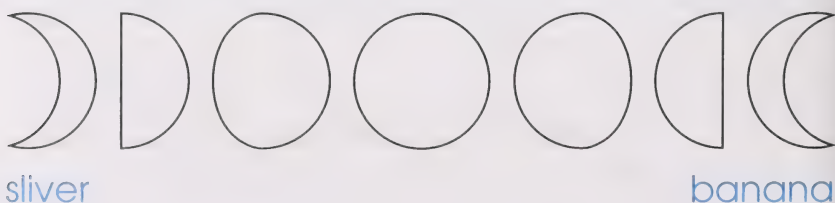
Help the student arrange props and characters in order according to the story. Use stuffed animals as Bear's friends, and you do the speaking parts. Make props for a yellow flower, a piece of cheese, and a balloon. When everything is ready, read the story again, having the student act as Little Bear.



Writer's Workshop

Sequence Pie

As you draw the following seven shapes on a piece of paper to represent the visible phases of the moon, discuss each shape with the student and, under each shape, list something that is a similar shape. For example, you could use the words **sliver** or **banana** to describe the shape of the thin crescent moon. Then proceed with the directions that come after.

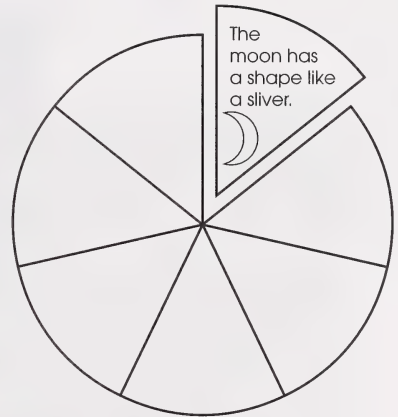


- Use the following verse to create a song about each shape. Sing to the tune of “Here We Go ’Round the Mulberry Bush,” if you know it. Otherwise, make up a tune.

Tonight the moon has a shape like a sliver,
a shape like a sliver,
a shape like a sliver.
Tonight the moon has a shape like a sliver,
All night long.

- On a piece of art paper or light-coloured construction paper, trace or draw the biggest circle that will fit. Divide the circle into seven pie-shaped sections and cut them out.

- In the first section, have your student draw the first phase of the moon and print a sentence about the comparison shape, as in the diagram. A more advanced student may print alone. For most students, you may share the pencil. For example, the student could print **The moon**, and you could print the rest.



- Draw and write about each phase of the moon in order, from the sliver of the crescent moon, up to full moon, down to the “banana” crescent moon. Note that the invisible new moon phase has been left out. When the sequence pie is finished, have your student mix up the pieces and put the pie back together again.
- Finally, have the student number the pieces from one to seven in the correct sequence.

Day 2 • I See the Moon

Materials

Student Folder



Put the pieces in an envelope labelled as follows:

- student's full name
- module and day numbers, M3D2

Place the envelope in the student folder.

Activities

teaching tip



It may take patience to watch a student struggle with a task that requires co-ordination and control of scissors or writing tools. You may be tempted to help so that the finished product looks better. However, the **process** is more important than the product. Generally, you'll be rewarded for your patience by the student's pride in accomplishment.



Why does the moon look like cheese?

The moon looks like cheese because it seems to be full of holes and sometimes appears yellowish, too. The holes are craters in the surface, created when the moon was bombarded by huge rocks early in its history.

Speaking of yellow cheese,
it must be time for lunch.
Before you bite into any cheese,
remember to check the sky again.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Look at the sky, and have your student record what you see.

Silent Reading

Time recommended: 5–10 minutes

For books about the moon, sun, sky, or clouds, refer to Additional Resources near the beginning of this module or talk to your librarian about alternatives.



Take a bite out of an interesting book.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 3, Day 2.

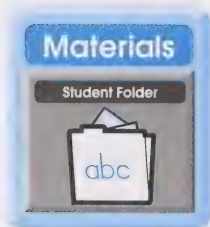
Project Time

Time recommended: 50 minutes

Night Sky Collage

Today your student will create a Night-Sky collage to contrast with yesterday's Day Sky collage. Proceed as follows:

- Begin with black or dark grey construction paper.
- Have the student experiment with the techniques introduced in Day 1, Project Time.
- Use muted, or less vibrant, colours to give the impression of nighttime.
- Prepare a title strip as you did on Day 1.
- Label the back with the student's full name and M3D2.



Display your two sky collages side by side so it is easy to see similarities and differences. After a few days, place them both in your Student Folder.



Sharing Time

Time recommended: flexible

Have the student practise decision making by choosing one or two projects to share with others.

What does your student think is most enjoyable or most worthy to share? It could be writing, drama, art, reading, or even teaching a phonics lesson to a willing audience.

Let's Look Back

Time recommended: 10 minutes

Ask general questions about the day, such as those that follow.

What was the most difficult part of today's school work?

Why did you find that difficult?

Which part did you enjoy most?

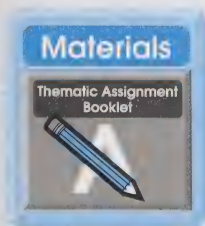
What would you like to find out about the moon?

Was it easy to think of things that were similar to each phase of the moon?

Was it easy to sequence the phases of the moon?



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Observe the sky and record what you see.



Story Time

Time recommended: flexible

Is there anyone else who would like to join you for Story Time—a guest reader or guest listeners? Do you have any old favourites or new favourites to read?



Materials

Thematic Assignment
Booklet



Remind your student to check the night sky before bedtime. Then turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph, and record your observations.

**Look carefully at the moon tonight,
if you can see it.**

Tomorrow you'll do more skygazing

Faces of the Moon

Children often ask “Why this?” and “Why that?” You can encourage new learning by satisfying this natural curiosity in your student.

Today’s material includes factual information and imaginary verses about the moon. Just as the moon lights up the sky at night, friends light up our lives. Today, you’ll also explore the wonderful world of friendship.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- Thematic Assignment Booklet 3A
 - Day 1: My Sky Graph
- other materials as needed

Language Arts

- Thematic Assignment Booklet 3A
 - Day 3: Spelling Pre-Test
 - Day 3: Printing Words
 - Day 3: Moon Facts
- *Level A: Modern Curriculum Press Phonics*, pages 73 and 74
- *Toes in My Nose* by Sheree Fitch

Music and Movement

- selections from the CD *Classics for Children*
- compact disc player

Silent Reading Time

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 3, Day 3.

Project Time

Project Choice 1: Framed Friendship Poem

- blank white paper
- construction paper
- scissors, glue, and crayons

Project Choice 2: Interview a Friend

- blank audiocassette or videocassette
- tape recorder or video camera

Let's Look Back

- Thematic Assignment Booklet 3A
 - Day 3: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Follow the Basic Calendar Time Procedure as outlined in the Calendar Package. Extend by talking about what the weather is usually like during different seasons.

Continue checking the sky several times a day to encourage observation and complete your sky graph. While outside, compare the temperature with these questions.

How does the temperature feel to you today?

Is it warmer or colder than yesterday?

Does it seem warmer this afternoon than it was this morning?

What weather symbol should we draw on our calendar?

Activities

Home Instructor's Script



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Record what you see in the morning sky.

Discuss what you recorded about the sky for Day 2. What did you see in the nighttime sky? Were you able to see the moon that night? What shape was the moon? Is the moon visible in the daytime?

Materials

Thematic Assignment Booklet



Focus for Today

Today's focus is the student's **interaction with others**, especially those close in age. Preview Day 3: Learning Log in Thematic Assignment Booklet 3A. Complete this evaluation after you have observed your student interacting with another child.

Language Arts

Time recommended: 35 minutes

Spelling

Activities

Teaching Tip



It is not necessary for students to learn to spell every word they know as a **sight word**. Students can learn to read words faster than they can learn to spell them, so reading vocabulary will soon be greater than writing vocabulary.

It is necessary for students to correctly spell the most frequently used words, however, in order to write even basic ideas. Your student will learn six of these words per module as spelling words. The student is then expected to spell them correctly at all times.

sight word: a word that the student is able to read at once

pre-test: to test ability to spell specific words before studying or even glancing at them

Pre-test your student on the six spelling words for this module to determine whether the child already knows the words or needs instruction and practice. If the student spells some of these words correctly, do not spend more time on them.

Later, you'll study only the words that the student is unable to spell, using the spelling activities on Day 5.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 3: Spelling Pre-Test. Use the following spelling words:

the
I

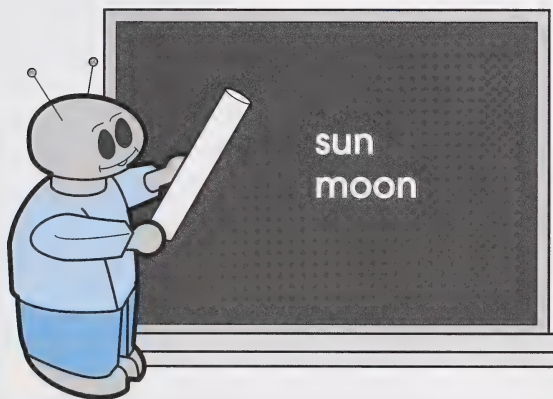
in
is

it
if

Enrichment (optional)

If your student can already spell the six spelling words, challenge the child to choose some spelling words that suit the theme or that are of personal interest. Theme words might include these:

- sky
- sun
- moon
- star
- cloud
- rain



Phonics and Printing

Consonants: Check-up for the Teacher

Turn to page 73 in *Level A: Modern Curriculum Press Phonics*. Read the directions with your student. Since this is a Unit 1 Checkup page, have the student complete the page independently.

Without marking page 73, go on to page 74. Read the directions for the top half of the page, and have the student complete the activity. Do the same for the bottom half of the page.

Materials

Phonics Book



Materials

Student Folder

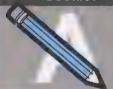


Without marking the completed work, have the student's full name and M3D3 printed on the top of page 73. Before placing the page in the Student Folder, have the student choose four words from page 73 to copy in the printing assignment that follows.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to do Day 3: Printing Words.

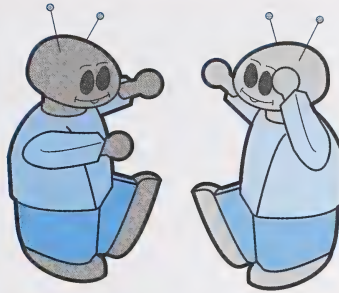
Music and Movement

Time recommended: 10–15 minutes

Mirror Movement and Mirror Dancing

Stand facing your student. Perform a movement for the student to imitate. Then reverse roles, having the student initiate some action. Practise continuous movement, where one action flows into the next.

Then play selections from Edvard Grieg's *Peer Gynt* suites from the CD *Classics for Children*. Experiment with your movements as the music varies in tempo, volume, and mood. Begin with slow and graceful movements during "Morning" or "Ase's Death."



Switch to lively but graceful movements during “Anitra’s Dance.”

staccato: notes marked by short, sharp, ear-cut tones or words

Mirror dance to the slow, **staccato** notes at the beginning of the track “In the Hall of the Mountain King.” Pick up speed gradually as the music becomes louder, faster, and wilder.

Move in time to the beat. Switch roles as leader and follower. Analyze the feelings that the music inspires. Can you express these feelings non-verbally in facial expressions and how you move your body?

Activities

Teaching Tip



The Legend of Peer Gynt

Peer Gynt is a Norwegian legend of a young farmer who was boastful and selfish. Leaving the people who loved him, Peer Gynt set out on many reckless adventures.

Edvard Grieg was the composer who was commissioned in 1874 to compose music for a stage production of this legend.

An overview of each musical movement follows:

- “Morning” (Track 35): The sun is rising as Peer Gynt sets out on his adventure.
- “Ase’s Death” (Track 36): Peer Gynt’s mother laments the absence of her son. She dies while he is gone.
- “Anitra’s Dance” (Track 37): Peer Gynt watches Arabian maidens dancing.
- “In the Hall of the Mountain King” (Track 38): Peer Gynt has a fearsome encounter with trolls in their mountain kingdom.
- “Solvejg’s Song” (Track 39): Peer Gynt returns to his homeland and finds out that his adventures have been somewhat worthless. Solvejg, who truly loves him, fills him in on the years that are gone.

Finish Music and Movement with “Aiken Drum,” a nonsense song about the moon. If you’re unfamiliar with the tune, try that of “Here We Go ’Round the Mulberry Bush” or else just enjoy the silly words.

Aiken Drum

There was a man lived in the moon,
In the moon, in the moon.
There was a man lived in the moon,
And his name was Aiken Drum.

And he played upon a ladle,
A ladle, a ladle.
He played upon a ladle,
And his name was Aiken Drum.

And his hair was made of spaghetti,
Spaghetti, spaghetti.
His hair was made of spaghetti,
And his name was Aiken Drum.

And his eyes were made of meat balls,
Meat balls, meat balls.
His eyes were made of meat balls,
And his name was Aiken Drum.

And his nose was made of cheese,
Cheese, cheese.
His nose was made of cheese,
And his name was Aiken Drum.

Traditional

Activities

Teaching Tip



Traditional songs are part of our musical heritage and provide **cultural literacy**, which is the common thread that weaves a nation. With the right trigger, people can recall songs learned many years before.

Learning these musical patterns expands the student's repertoire of songs and cultural heritage—songs that, perhaps, you or your parents sang.

Songs provide a rich environment of language and rhythm that fosters growth in language skills. Music has an emotional element that also furthers learning. "Aiken Drum," for example, suggests goofy actions. Get out a soup ladle and strum it like a guitar. Then try to keep a straight face.

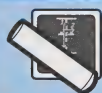
Language Arts

Time Recommended: 60 minutes

Reading

Activities

Teaching Tip



Nursery rhymes and poetry also increase students' vocabulary and phonetic awareness and provide a feel for the rhythm and pleasure of language.

Remind your student that good readers make mental pictures as they read. Make pictures in your heads as you read the rhyme that follows.

Hey Diddle Diddle

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

Traditional



Then ask questions like the following.

What did you see in your mind's eye while we were reading this nursery rhyme?

Mention details that you imagined before continuing.

Is the story in the nursery rhyme true? (no)

Could this possibly have happened? (no)

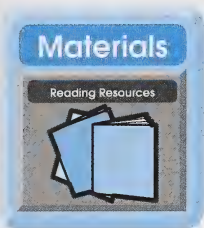
When a story isn't true and isn't even possible, we call it **nonsense writing**.

nonsense writing: a story or other literature that isn't true and isn't even possible

A writer can make up a story or rhyme just for fun.

Did this verse have any rhyming words? (yes)

Show me words that rhyme. (diddle and fiddle, moon and spoon)



Turn to “The Moon’s a Banana” at the end of *Toes in My Nose*. Study the title as follows.

Look closely at this title, “The Moon’s a Banana.”

The contraction word **moon’s** could also be written and spoken as “**moon is.**”

The title would then read, “The moon is a banana.”

Is the moon really a banana? (no)

Why might the author say that it is? (It sometimes is shaped like a banana and is yellow.)

In Day 2, you learned that the two **o**’s in **moon** can be called the “**spooky oo.**”

To help you remember the **spooky oo** and the word **moon**, stretch out the **oo**, like this:
moo—oo—oo—oon

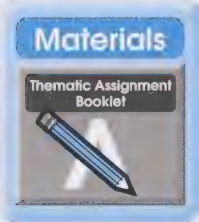
Let’s read the poem.

Try to make pictures in your head as you did for “Hey Diddle Diddle.”

After reading the poem, discuss the images you saw. Talk about the reality of this poem as you did for “Hey Diddle Diddle.”

Moon Facts Booklet

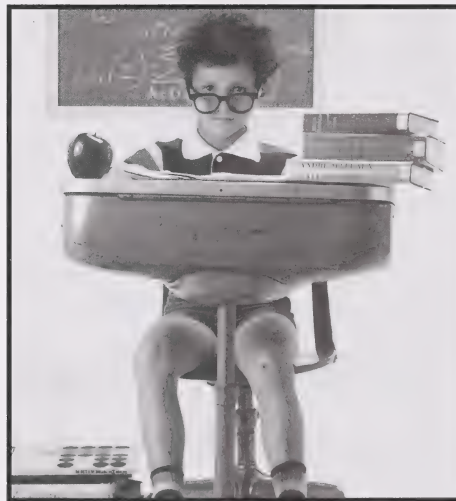
Help your student prepare a booklet to understand that there is also factual, or non-fiction, material about the moon.



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 3: Moon Facts. Do not submit this booklet to the teacher.

Enrichment (optional)

For other factual books about the moon, refer to Additional Resources at the beginning of this module.



Writer's Workshop

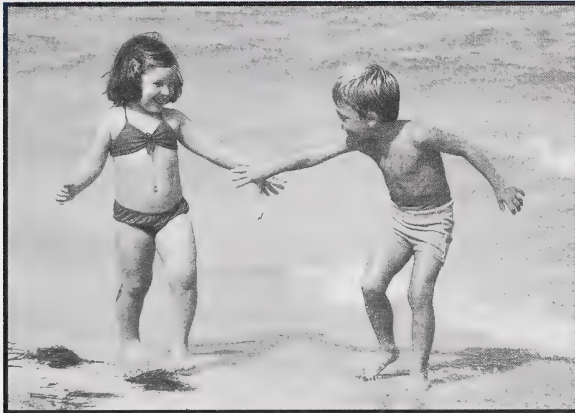
Use the script that follows to discuss these aspects of friendship:

- recognition of good traits in others
- benefits of sharing and interdependence
- recognition of similarities and differences in people
- the need to respect the rights and property of others
- recognition of the need for privacy and independence

Note: It is not unusual for children to mention pets or toys as friends. Some even have imaginary friends.

Name some of your friends.

How do you feel when you are with your friends? (happy, comfortable, cozy, safe)



Share what friendship means to you and why certain people are your special friends. Then present the writing assignment as follows.

Today you'll write about friends or about one special friend.

Whom would you like to write and draw about?

What do you like about (friend's name) ?

When you are finished this activity, you could show it to (friend's name) .



Set out a writing page, and have the student draw something and print two or three sentences about friendship. Encourage the student to write as independently as possible and to make decisions about spelling, grammar, and punctuation.

Materials

Collections Writing Dictionary



If the student asks how to spell a word, ask what letter sound the word begins with, which letter sound comes next, and so on. Use the Key Words and Actions Guide for help with difficult letter sounds. Encourage the student to use the *Collections Writing Dictionary* to assist with spelling also.

Materials

Student Folder



Review the writing with the student, checking for correct spelling. Ask the student to read the writing aloud. Help only as needed.

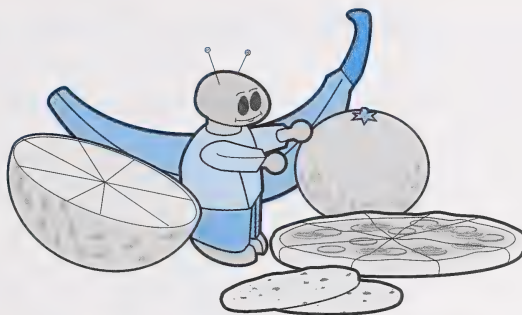
Have the student's full name and M3D3 printed on the back of the page before placing it in the Student Folder.

Materials

Thematic Assignment Booklet



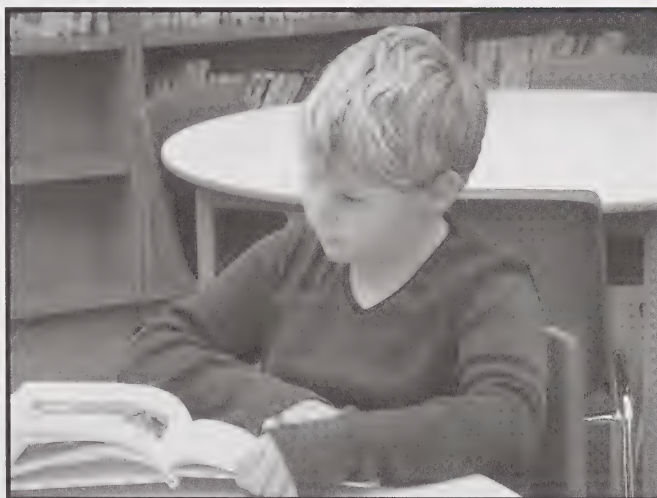
Turn to Thematic Assignment Booklet 3A, and follow directions to fill in Day 1: My Sky Graph.



Are you having anything moon-shaped for lunch—an apple, an orange, a banana, or some pizza, for example?

Silent Reading

Time recommended: 5–10 minutes

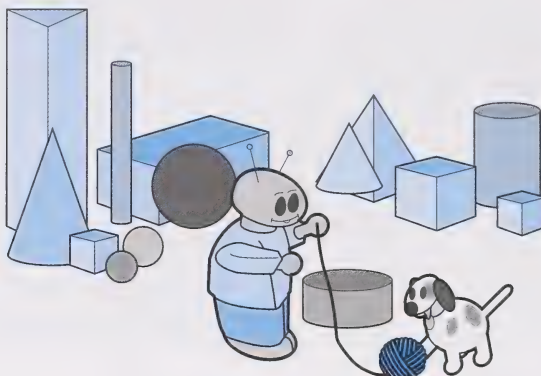


Your student may be able to read some familiar nursery rhymes independently.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 3, Day 3.



Project Time

Time recommended: 50 minutes

Help your student choose one of the following:

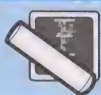
- Write and frame a poem about friendship.
- Interview a friend.

Project Choice 1: Framed Friendship Poem

Print the title Friendship Words in the centre of a page. Draw an oval around this title. Then brainstorm as many words as possible to make a web chart that describes friendship.

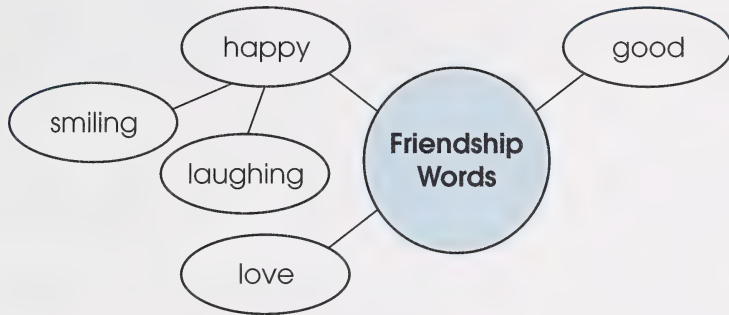
Activities

Writing Tip



During brainstorming, simply record all ideas given. Do not make any comments, either positive or negative. Just keep the ideas coming and defer judgement of them until later.

An example of a partial web chart follows.



When finished, ask the student to consider the words carefully as follows.

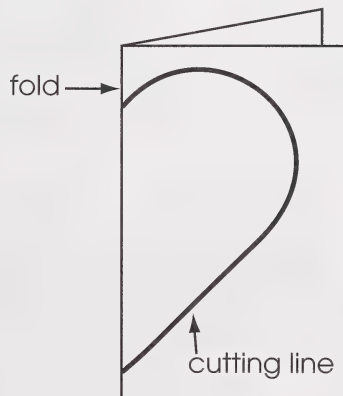
Are these words all about friendship?

Do some of the words mean the same thing as others?

Can you think of other words that tell about friendship?

Then proceed as follows:

- Fold a piece of unlined paper in half. Help the student by drawing half a heart on the folded edge as shown below. Have the student cut the heart out. Then open up the heart shape.



- Have the student complete the following pattern poem on the cut-out heart. If needed, you could print the words “Friends are.” Encourage the student to choose words from your web chart for the first three lines and then use a word that is the opposite of one of the words for the last line.

Friends are _____,
Friends are _____,
Friends are _____,
But friends aren't _____.

- Ask the student to evaluate the printing on the friendship poem. Was it a best effort? If the student thinks it could be better, allow time to rewrite the poem on a new heart shape.
- Fold a piece of construction paper in half. Help the student cut out a heart that is larger than the one used for the poem. Glue the smaller heart onto the larger heart. Have the student decorate the frame.



Print the student's full name and M3D3 on the back, and place the poem in the Student Folder.

Project Choice 2: Interview with a Friend

Have the student choose a friend to interview—someone the child feels comfortable with, such as a neighbour, sibling, aunt, uncle, or grandparent. Make arrangements and prepare for the interview as follows:

- Decide whether you will record the interview on audiocassette or videocassette.
- Discuss three questions your student could ask to find out the person's thoughts about friendship. Some examples follow:

What makes a good friend?

Why do you think it is important to have friends?

How do you feel when you help others?



- Record the student's three interview questions on paper. Have the student practise reading them.
- Experiment a few times with asking the questions on your tape recorder or video camera.

- Prepare the student for introducing the guest on tape, asking the questions, and then thanking the guest at the end of the interview. If necessary, you may prompt the student on the tape.
- Tape the interview.



Rewind the tape to the spot where the interview begins. Label the tape with the student's full name and M3D3, and place it in the Student Folder.

Sharing Time

Time recommended: flexible

Your student could share any of the following:

- a poem or the Moon Facts book assembled during Reading
- mirror dancing or "Aiken Drum" from Music and Movement
- the Project Time choice

Let's Look Back

Time recommended: 10 minutes

Suggest that this is an interview where you ask the questions. Interview your student to learn about the child's social development and how the day went. Sample questions follow.

How might friends show they care about each other?

What could you do for a friend?

What could a friend do for you?

What makes you feel happy or sad?

What makes you angry?

Do you ever feel lonely?

How do you feel when you are lonely?

Did you like reading the verses about the moon?

Did you like reading the non-fiction booklet about the moon?

Which did you enjoy more—the imaginative verses or the non-fiction information?

What did you like about doing this interview?

Was there anything you didn't like about doing the interview?

Materials

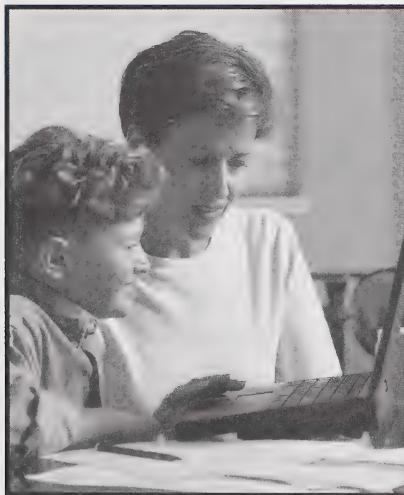
Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 3: Learning Log.

Then turn to Day 1: My Sky Graph. Check the sky, and record what you observed.

Remember to check the sky again after dark.



Story Time

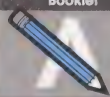
Time recommended: flexible

Story Time could be a quiet activity after the evening meal or before bedtime. “The Moon’s a Banana” from *Toes in My Nose* would make good bedtime reading.



Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 3A, and complete Day 1: My Sky Graph to record your observations of the night sky.

**Will you be up in time for
tomorrow’s sunrise?**

Here Comes the Sun



Today, you'll read poetry, choose descriptive words, read facts about the sun, and begin a booklet about the sun.

In previous modules, you presented a grand finale, but for this module, you could prepare a display of books, projects, and charts. Each day you'll think of more possibilities. You already have the following suitable projects:

- a Day Sky collage
- a Sky chart (in progress)
- a chart or mobile of weather words
- a Night Sky collage
- a Sky Words chart

Discuss whom you could invite, when you could hold the event, and what you could display. Involve the student in all levels of planning and preparation. Your student will then be able to do the following:

- review information
- develop organizational skills
- learn to express feelings and ideas clearly
- gain confidence and a sense of accomplishment

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 75, 77, and 78
- Thematic Assignment Booklet 3A
– Day 4: Printing Xx

Music and Movement

- *10 Carrot Diamond* audiocassette
- *10 Crunchy Carrots* videocassette (optional)
- *Singable Songs for the Very Young* by Raffi (optional)
- *The Orchestra* audiocassette
- *Classics for Children* CD
- audiocassette, videocassette, or compact disc player as needed

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 3, Day 4.

Project Time

Project 1: Colour Me Cool, Colour Me Hot

- Thematic Assignment Booklet 3A
– Day 4: Colours—Cool or Hot?
- household thermometer
- lamp with 100-watt bulb (optional)
- four sheets of coloured construction paper (black, white, yellow, dark blue)

Project 2: Rainbows

- dish soap, water, and clear bowl
- egg beater or drinking straw
- prism or cut-glass ornament (optional)
- water hose and water (optional)

Story Time

- mutually chosen reading material
- “My Shadow” from *A Child’s Garden of Verses* by Robert Louis Stevenson
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph

Activities

Calendar Times



Calendar Time

Time recommended: 10 minutes

Adapt activities to suit your situation, including special events as part of your calendar talk. Help the student only as needed with reading and writing dates.

Discuss the day's weather, and have your student draw the weather symbol on the calendar. Are there any new symbols that could be added to your weather key? Talk about changes in the weather since yesterday.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Record the sky details you observe.



Focus for Today

Today's focus is the student's **development in reading**. Observe the child's ability to do the following:

- Use knowledge of oral language to make connections to the meaning of written text.
- Find familiar words in text.
- Find words in charts, word boxes, or the *Collections Writing Dictionary*.
- Discover information from text.



Language Arts

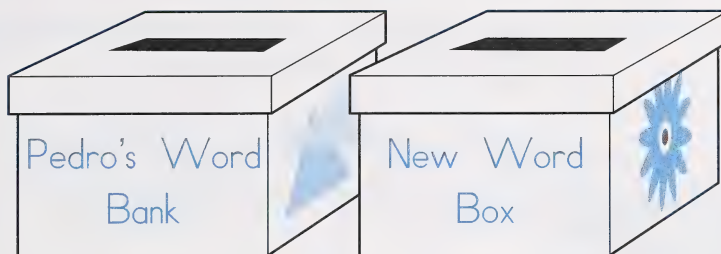
Time recommended: 35 minutes

Word Study

Print the following high-frequency words on coloured index cards. If your student readily recognizes the words, place them in the child's personal word bank for periodic review.

we



were



Then help the student learn two words of personal interest or words that suit the theme, such as the word **sun**.

If your student does not recognize the assigned words easily, study them as follows:

- Discuss the words according to their sounds. Begin with the key word **water** from the Key Words and Actions Guide.

w	water 	Form the word water in sign language. Begin with the right hand letter w , as shown. Then touch the index finger of your w hand to your mouth a few times to indicate drinking water.	
---	--	--	--

- Remind your student that the letter **e** in **we** says its own name. The student may be ready to learn that a straight line above the **e** shows the long vowel sound. Print this on paper.

wē

- Point out that **er** in **were** rhymes with **her** and that there is a **silent e** at the end of the word. It is not a **super e** because it does not make the first **e** say its name. Print this on paper as follows.

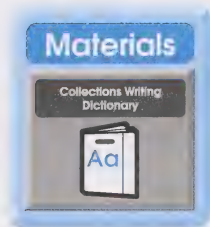
were

her

- Use the words in sentences that are meaningful to your student. Examples follow.

Can we lift this box?

We were walking the dog.



Have the student add any new words to the *Collections Writing Dictionary*.

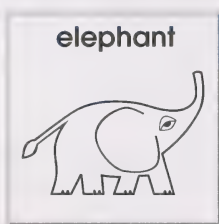
Phonics and Printing

Short Vowel Sounds

Your student has already learned about the short vowel sounds of the letters **a** and **i**. The student has read many words that have the other short vowel sounds of the letters **e**, **o**, and **u**. Now introduce this tip that may further the student's ability to read short-vowel words. Refer to the Key Words and Actions Guide in the Appendix of the Home Instructor's Manual.

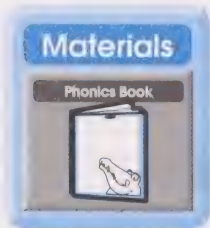


If there is only one vowel in a word, say the matching vowel sound from one of the following key words.



kinesthetic: involving body movement

Pair an action with each sound to make the learning **kinesthetic**. Experiencing the letter, sound, and action together encourages active rather than passive learning.



Turn to page 75 in *Level A: Modern Curriculum Press Phonics* and read "The Itsy Bitsy Cricket." Have your student look for short-vowel words in the verse.

Then sing this verse to the tune of “The Eensy Weensy Spider,” if you know this tune. Track the words with your hand or finger, encouraging your student to read the text while singing.

Turn to page 77 in the phonics book. Read the directions at the top of the page, and review the sound of each short vowel. If needed, do the first row together, and then have the student complete the page independently.

Continue with page 78 in the same manner.

Check your student’s work after each page to give immediate feedback. Have the student correct any errors. Then mark the item again with a different-coloured pen so the teacher is able to see the student’s progress. Most students love getting stickers or stars for good work, too.

Have your student’s full name plus M3D4 printed at the top of page 77. Place the sheet in the Student Folder.

Materials

Student Folder



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 4: Printing Xx.

Music and Movement

Time recommended: 10–15 minutes

Ask your student to think of songs about the sun. Some possibilities follow:

- “May There Always Be Sunshine” from the audiocassette *10 Carrot Diamond* or the videocassette *10 Crunchy Carrots* by Charlotte Diamond
- “Mr. Sun” from *Singable Songs for the Very Young* by Raffi

Materials

Audiocassette



You or your student may also know the words and actions for the following song.

The Eensy Weensy Spider

The eensy weensy spider
Went up the water spout.
Down came the rain
And washed the spider out.

Out came the sun
And dried up all the rain,
And the eensy weensy spider
Went up the spout again.

Traditional



For actions, use the fingers of both hands and alternate the thumb of one hand with the index finger of the other hand to show the spider going up the water spout.

For the rain, raise both hands over your head and lower them with your fingers wiggling, to show rain coming down.

Make a circle with your arms above your head to show the sun coming out. Lower your arms in an outward motion to indicate the drying effect of the sun. Then use your fingers to show the spider climbing up the spout again.

End the session on a quieter note with some appropriate stretches as follows:

- Have your student curl up in a ball.
- In time to slow music, unfold and rise up like the morning sun.
- For appropriate music, try “Morning” from *Peer Gynt* on the CD *Classics for Children*.



Language Arts

Time recommended: 60 minutes

Reading

Remind your student that a **poem** often creates a word picture, and a **poet** is the person who writes a poem. Then read aloud the poem that follows.

The poet has written questions a child may wonder about the sky.

I Don't Know Why

I don't know why
the sky is blue
or why the raindrops
splatter through

or why the grass
is wet with dew . . . do you?

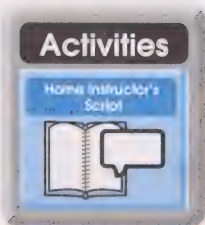
I don't know why
the sun is round
or why a seed grows
in the ground

or why the thunder
makes a sound . . . do you?

I don't know why
the clouds are white
or why the moon
shines very bright

or why the air
turns black at night . . . do you?¹

Myra Cohn Livingston



Discuss the poem as follows.

Did you enjoy this poem? Why, or why not?

¹ Myra Cohn Livingston, "I Don't Know Why," in *A Song I Sang to You* (New York: McIntosh & Otis, Inc., 1984). Reproduced by permission.

Read the poem again, pausing after each “do you?” question. Does your student have an explanation for that particular happening?

The poem helps us make pictures in our minds.

Which words gave you a clear picture? (for example, blue, splatter, round)



Non-fiction: literature that is not based on imaginary people and events

Read aloud the following **non-fiction** articles about the sun.

The Sun

On a clear night, you can see many stars in the sky.

Can you see any stars in the daytime sky? Yes, on a clear day, you can see one star, the star that is closest to Earth. We call it the sun.

Stars are huge balls of burning gas that spin around in space. Our star, the sun, is many times bigger than Earth.

The sun looks small, because it is millions of kilometres away. The other stars look smaller than our star because they are even further away.

Day and Night

Does the sun go away at night? No, the sun does not go away.

Earth, where we live, turns around like a giant top. When the part of Earth where we live is facing the sun, we have daytime. When our part of Earth is turned away from the sun, we have nighttime.

The Sun Is Our Helper

Plants need sunlight to help them grow. What would happen to animals and people if there were no plants to eat?

We need the sun. Without the sun, Earth would be cold and dark. There would be no plant or animal life on Earth if the sun did not shine.





Writer's Workshop

Sun Facts Chart

Use the previous articles to prepare a research chart about the sun. Print the title **Sun Facts** on chart paper. Then print sentence beginnings like those shown.

Read each sentence starter, and have the student complete it orally. You or your student can then print the answers. Have the student draw a **sketch** to illustrate each point on the chart. Post the chart in the student's work area.

Sun Facts

The sun looks _____.

The sun is really a _____.

The sun is made of _____.

The sun gives _____.

Sketch: a quick and simple drawing with as few lines as possible

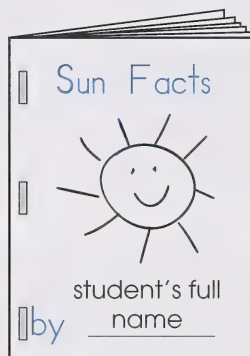
Sun Facts Booklet

Fold a sheet of construction paper in half to make the front and back covers of a booklet. Fold two sheets of blank paper to make the inside pages. Staple the pages together along the fold.

Point out that the cover has three parts:

- title
- picture
- author's name

Have the student print the title **Sun Facts** on the front cover. Add the word **by** and the student's full name. Have the student then draw a picture that tells what the book is about.

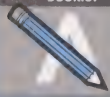


Encourage your student to do work that is neat and attractive. Mention that this booklet will become part of your display at the end of this module. Writing for an audience often increases motivation to do quality work.

Your student will complete the booklet on Days 5 and 6.

Materials

Thematic Assignment Booklet



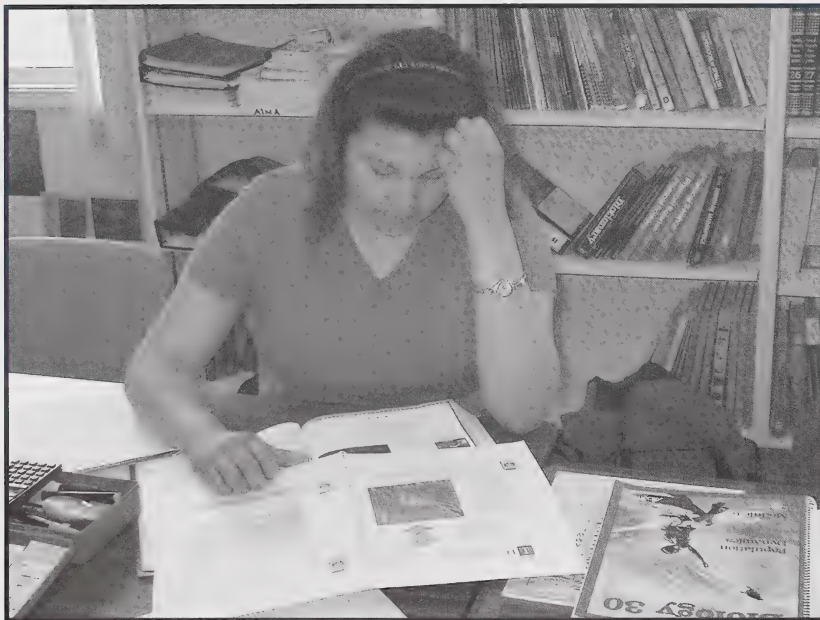
Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Record the sky details you observe.

It's time for lunch. Can you find some plant food to munch on?

Silent Reading

Time recommended: 5–10 minutes

Enjoy your own reading break while your student reads.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 3, Day 4.

Project Time

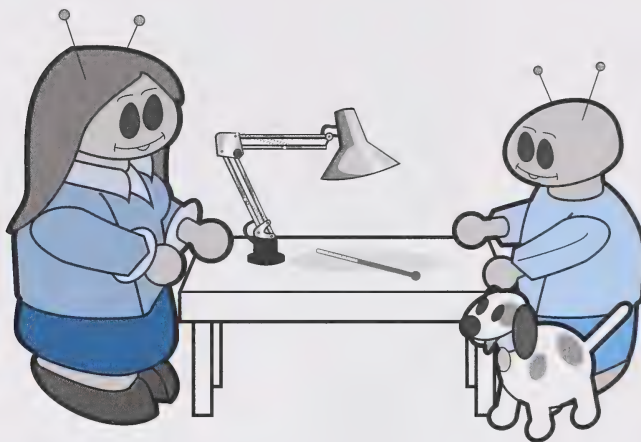
Time recommended: 50 minutes

Do both Project 1 and Project 2 to observe and record data about light and heat generated by the sun.

Project 1: Colour Me Cool, Colour Me Hot

Do this outdoors if the weather is suitable or indoors with a lamp and a 100-watt bulb.

For an indoor experiment, place the thermometer on a table with the light source about 20 cm above it. For outdoors, place the thermometer in the sunlight on a concrete or wooden surface. Wait ten minutes for the temperature to register on the thermometer.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 4: Colours—Cool or Hot?

Note: While waiting to record each temperature, you could work on Project 2 or take an activity break and work on Project 2 later.

Discuss the results of Day 4: Colours—Cool or Hot? as follows.

What do you notice about the temperature under the different colours of paper? (The temperature under the black and dark blue is higher than the temperature under the yellow and white papers.)



If you were out in the sunshine on a hot summer day, what colour shirt would keep you coolest?

What would happen if you wore a black shirt on a hot, sunny day? (You'd feel too warm.)

What would happen if you wore a white one? (You'd feel cooler.)

If you were feeling cold on a sunny spring day, what colour might you wear to keep warm? (a dark colour for more heat)

Project 2: Rainbows

This experiment will show how rainbows are made.

Have you ever wondered where the colours of the rainbow come from?

Rainbow colours are a part of sunlight.

In order to see the colours, we must let light shine through something that will separate the colours.

For example, soap bubbles can show the colours of light.



Mix some dish soap and water in a clear bowl. Make bubbles by using an egg beater or by blowing through a straw.

Place the bowl in sunlight or near a lamp inside. By looking at the bubbles from different angles, you will see various colours.

The seven colours of light are

- red
- orange
- yellow
- green
- blue
- indigo (a deep blue-violet)
- violet (purple)

Ask which of these colours your student can see in the bubbles.

Make a chart of the rainbow colours that you see. Have your student do each colour square and as much of the printing as possible. Post this chart now, and save it for your end-of-module display. Do not submit this assignment for marking.

Rainbow Colours

red	<div style="width: 50px; height: 20px; background-color: #cccccc; border: 1px solid black;"></div>
orange	<div style="width: 50px; height: 20px; background-color: #cccccc; border: 1px solid black;"></div>

Enrichment (optional)

If you have a prism, a crystal ornament, a suncatcher, or the crystal droplet from a chandelier, you can experiment with holding it various ways in the sunlight.



Another way to make a rainbow is to go outside on a warm, sunny day and send a fine spray from a garden hose up into the air. Move the hose around until you can see the different colours in the rainbow. If this is the wrong season for this activity, keep the idea for summertime.

Sharing Time

Time recommended: flexible

Your student could share a chart, a poem, or a song about the sun. Have the audience participate by singing along or adding words to the chart. If you print the poem “I Don’t Know Why” on a larger chart, others could join in, choral-speaking style.

Let’s Look Back

Time recommended: 10 minutes

Ask the following questions to learn more about the student’s reading development.

Can you remember any of the describing words from the poem that we read?

Which ones? (Refer to poem from Reading as needed.)

Do you enjoy poetry? Why?

We read a non-fiction or factual article about the sun. Do you prefer reading fiction or non-fiction?

Explain why you prefer that type of reading.

Do you have any questions you would like to find out about the sun?

Let’s write them down.

Note: This is not an assignment to send in.

Story Time

Time recommended: flexible

Discuss the author and illustrator of each book that you share. Talk about the title page and the cover so the student becomes aware of the parts of a book.



As students note how books are made, they may include certain features in their own books and become aware of authors and illustrators they particularly enjoy.

You could reread “My Shadow” by R. L. Stevenson from Module 1: Day 14 or from the book *A Child’s Garden of Verses*.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Remind your student to check the night sky before bedtime and record observations. Try also to observe the sunset. What time did the sun set tonight?

**On Day 5, you’ll study the Day Sky.
If possible, check the sunrise
in the morning.**

Day Sky

Because the sun symbolizes the daytime sky, children often include it in their artwork. Today, you'll explore what else you can see in the day sky. On Day 6, you'll examine the night sky.

Your student will continue the booklet *Sun Facts*. You could take time to sing any sunshine songs you know, for example, "Skinnamarink." You could also make up songs about the sun, using familiar tunes as patterns.

Sun protection is an important part of learning about the sun. Depending on the time of year, a discussion of sun safety may or may not seem appropriate for you at this time. At least introduce the topic now, and then give it more emphasis in the spring or summer.



During Project Time, you can choose between baking Sunshine Biscuits and making sunhats or making goggles and binoculars. If you can't decide which project to leave out, fit in a second one at a less busy time.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- Thematic Assignment Booklet 3A
– Days 1: My Sky Graph
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 89, 91, and 92
- an apple
- your printing practice notebook
- Sky Words chart from Day 1
- Sun Facts chart from Day 4
- Thematic Assignment Booklet 3A
– Day 5: Sky Riddles
- student booklet Sun Facts
- an orange
- a lamp
- a sticker

Music and Movement

- recording of “Skinnamarink” (optional)
- audiocassette or videocassette player

Silent Reading

- favourite reading material

Math Time

- See Mathematics Module 3, Day 5.

Project Time

Project Choice 1: Sunshine Biscuits

- package of refrigerator biscuits or recipe and ingredients for baking powder biscuits
- cookie sheet, table knife, pancake turner
- cheddar cheese

Project Choice 2: Sun Hats

- treasure box
- newspaper (optional)

Project Choice 3: Sun Goggles and Binoculars

- egg carton
- string
- two short paper rolls

Let's Look Back

- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph

Story Time

- mutually chosen reading material
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your usual Calendar Time routine. Include a weather symbol on your calendar.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Check the sky now and compare sky details with those recorded on previous days. Record today's features.

If you saw the sunset last night and the sunrise this morning, talk about them. What time did the sun set? What time did the sun rise?

Focus for Today

Today's focus is the student's **musical development**. The teacher may want to know about the student's background in music. For example, does the child play a musical instrument, take dance lessons, or enjoy singing?



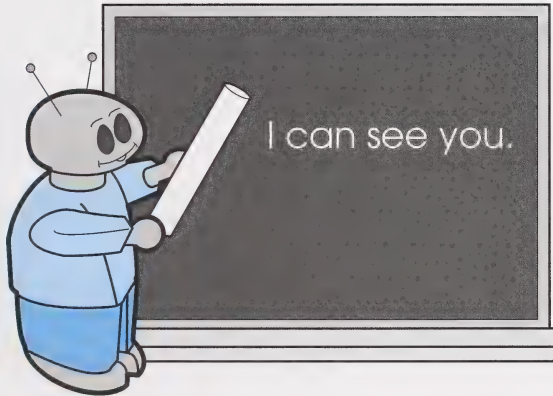
Language Arts

Time recommended: 35 minutes


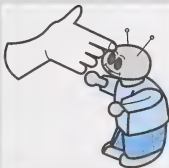
Spelling

As a result of the pre-test on Day 3, you now know which words the student must practise. Review such words as follows:

- The **th** combination in the word **the** tells you to stick your tongue between your teeth.
- The word **I** is always capitalized.



- The words **in**, **is**, **it**, and **if** all have a “short i” sound and all are two-letter words. Review the Key Words and Actions Guide for the “short i” sound.

i	You're it! 	Touch your head as though you've been tagged and say, "You're i-i-it!"	
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- If your student could correctly spell all six high-frequency words in the pre-test, practise the personally chosen words from Day 3.

Phonics

Materials

Phonics Book

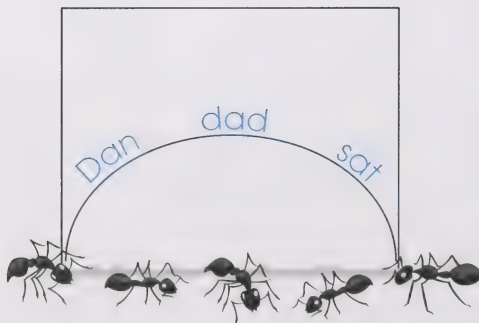


Turn to page 89 in *Level A: Modern Curriculum Press Phonics*. Together, read “Looking at Ants,” and then go on an ant hunt for words with the “short a” sound, as follows:

- Remind your student that the **key word** for the “short a” sound is **apple**. Pretend to eat an apple to indicate that you’ve found a “short a” word.
- Have the student check in a mirror to see the position of the mouth and tongue while saying this sound.
- Have your student take a bite of a real apple to indicate each “short a” word that you find.



- Draw an anthill on a chalkboard or paper. Take turns writing “short a words” on the anthill.



- Have your student use the “short a” words from the chart to complete the sentences on page 89. Then have the student write about the picture on page 90.

Materials

Student Folder



Have your student's full name plus M3D5 printed at the top of page 89 and place the sheet in the student folder.

All About Bats

What does your student know about bats? Does the child realize that bats help people by controlling insects? To find out more about bats, remove the sheet for pages 91 and 92 from *Level A: Modern Curriculum Press Phonics*.

Help assemble the booklet as directed. Then have the student practise reading the story for Sharing Time. Keep this booklet for your culminating display at the end of this module.

Enrichment (optional)

Go to the library and look for the book *Stellaluna* by Janell Cannon to increase your student's knowledge about bats. This may lead to a discussion of **nocturnal animals**.

nocturnal animals:
animals that are active
during the night

Music and Movement

Time recommended: 10–15 minutes

Last day, you sang “May There Always Be Sunshine” and “The Eensy Weensy Spider.” Did you think of any other sunshine songs?

Activities

Teaching Tip



Brain research shows that patterns of melody and rhythm are early and essential parts of acquiring language. Melodic patterns may stay with us for a lifetime.

Following are the words to the traditional song “Skinnamarink.” If you are not familiar with the tune for this song, you can find it on several children’s recordings.

Skinnamarink

Skinnamarinky dinky dink,
skinnamarinky doo,
I love you.

Skinnamarinky dinky dink,
skinnamarinky doo,
I love you.

I love you in the morning
and in the afternoon;
I love you in the evening
underneath the moon.

Skinnamarinky dinky dink,
skinnamarinky doo,
I love you.

Traditional

Some recorded versions include instructions for actions to the song, but you can make up your own. For the words “I love you in the morning,” show the sun low in the morning and higher in the afternoon. Form a moon in the sky for the evening.

If you don’t know “Skinnamarink” and can’t find a recording, you could make up your own actions and words to a song you do know. Some ideas follow:

- Use the tune from “Here We Go ’Round the Mulberry Bush” to sing “What do we do when the sun comes up?”

**What do we do when the sun comes up,
sun comes up, sun comes up?**

**What do we do when the sun comes up
so early in the morning?**

Here are some ideas for verses to act out.

**We brush our teeth and say, “Good morn!”
We eat our toast at breakfast time.
We make our beds and dress ourselves.**

- Use the tune of “Frère Jacques.” Help your student see that you can take something known, add a new twist, and come up with a personal version, such as the following lyrics.
-
-

**Is the sun up?
Is the sun up?
Does it shine?
Does it shine?
What a lovely sunrise!
What a lovely sunrise!
Shine, Sun, shine.
Shine, Sun, shine.**

- Write your songs on large charts to display or on paper to keep in your chart binder.

You may be surprised at the student’s ability to read personally written songs, poems, and stories. Encourage the student to track the words as you sing, pointing a hand or a stick used as a reading wand.

Language Arts

Time recommended: 60 minutes

Reading

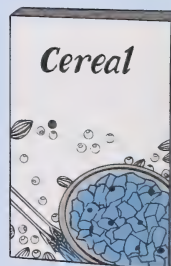
Activities

Teaching Tip



Discuss what your student has read so far today. Examples may include these:

- calendar words and sentences
- words during Word Study
- material in phonics book
- lyrics for songs
- print on cereal boxes
- newspaper headlines
- labels posted around your learning area



Immersing the student in print is as effective for learning as immersion in another language.

Refer to the Sky Words chart that you made during Reading in Day 1. Can you think of any other sky words to add? Which words tell about something you would find in the day sky?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 5: Sky Riddles.

Sun-Protection Chart

Knowing how to protect from the sun's rays is an important part of studying the sun. If today is a suitable day and season for teaching safety rules about the sun, help your student make a chart on this topic.

If today is cloudy or the season is not the best for the lesson, pick a spring day on your calendar and mark it as a reminder.

Protection from the Sun

Cover your head.



Through discussion, encourage responses that include these:

- Cover your head.
- Wear sunglasses.
- Do not look directly at the sun.
- Wear sunblock that gives adequate protection.
- Stay out of the sun during the middle of the day.
- Wear light-coloured, loose-fitting clothes.
- Drink plenty of fluids.



Protect yourself from the sun.



Enrichment (optional)

To learn more about seasons, you could search the library for books and videos.



spring



summer



fall



winter

Writer's Workshop

Set out your Sun Facts booklet, and review the terms *fiction* and *non-fiction*.

We have talked about books that tell **facts** and books that are **fiction**.

Do you remember the difference between **fact** and **fiction**? (Fact is true, and fiction is not true.)

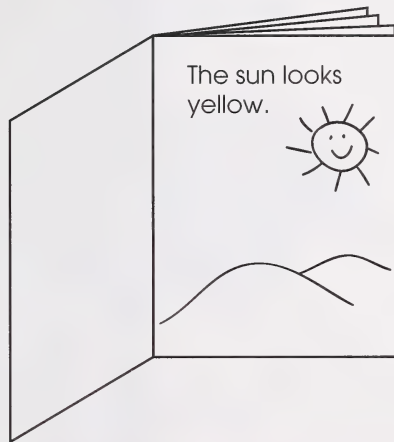
Today, you will write your non-fiction booklet about the sun.

Look at your Sun Facts chart from Day 4. The pictures, or **visual cues**, will help the student read the chart.

Ask the student to choose one sun fact to write about on the first page and then draw an illustration. Choose a second fact to write and draw about on the second page of the booklet.

Note: If the student is working with felt pens that run through the paper, print and draw only on the right-hand pages. Keep a scrap paper behind the page on which the child is working to prevent ink coming through the paper onto the next page.

You'll complete the booklet on Day 6.



Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 3A, to Day 1: My Sky Graph. Add your observation. Is it a sunny day?

**You've checked the sky.
Now it's time to check on lunch.**

Silent Reading

Time recommended: 5–10 minutes



Today would be a good day to curl up like a cat in a warm, sunny spot. Do cats read? Maybe not, but you do!

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 3, Day 5.

Project Time

Time recommended: 50 minutes

Choose one of the following projects.

Project Choice 1: Sunshine Biscuits



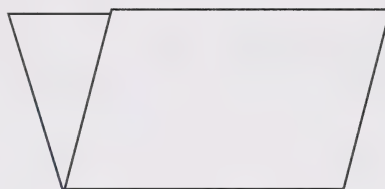
Purchase refrigerator biscuits, or use your own recipe for baking-powder biscuits (tea biscuits). Once you've removed the dough from the package or rolled it out and cut it into circles, follow these steps:

- To represent the sun's rays, mark lines with a knife on each biscuit from the centre to the edge of the circle.
- Use your thumb to make an indentation in the centre of each biscuit.
- Cut a one-centimetre cube of cheddar cheese to place in the thumbprint at the centre of each biscuit.
- Bake biscuits as directed on the package or in the recipe.
- Eat these Sunshine Biscuits while they're hot. Maybe you can schedule them for Sharing Time. What would be a good beverage to go with this snack?

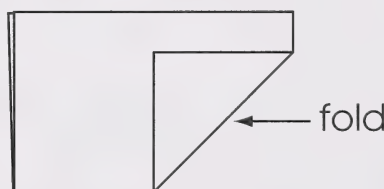
Project Choice 2: Sun Hats

Use a very large sheet of construction paper or some newspaper. If you recall this activity from your own childhood, you could teach the student with oral directions. Otherwise, use the step-by-step written directions that follow:

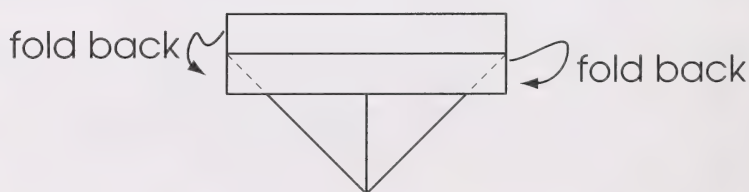
- Fold the paper in half.



- Take one corner of the folded end, and bring it up toward the centre. Fold as shown.

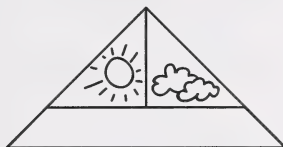


- Take the other corner from the folded end, and bring it up toward the centre to meet the previous corner. Fold.
- Fold the facing top edge down, tucking its side points back behind.



- Turn the hat over, and fold the other top edge down, again tucking its side points back. Tape or glue these in place.

- Decorate the hat by drawing with felt pens or gluing on sunny images cut from magazines or various fabrics and papers.



Project Choice 3: Sun Goggles and Binoculars

Do these with or without the following written directions.

Sun Goggles

- Cut around two adjoining sections of the bumpy part of an egg carton.
- Make a hole near both outside edges.
- Tie a string in one hole.
- Measure the string so it fits snugly around the back of the student's head, leaving enough string for another tie.
- Tie the other end of the string in the second hole.
- Try the goggles on.

Caution: Even with the goggles or sunglasses, do not look directly at the sun.

Binoculars

- Glue two short paper rolls together.
- Make a hole on the outside edge of each tube.
- Tie one end of a 45-cm string in each of the holes.
- Wear the binocular chain around your neck. Try out your binoculars.

Caution: The binoculars will help you focus on a cloud or a bird, but do not look directly at the sun.

Sharing Time

Time recommended: flexible

The student could share the booklet about bats from Phonics Time, some sunshine songs, or today's projects. Hot biscuits and a cold drink would be great, or show off what you've made. Limit the number of items, to help the student make decisions.



Let's Look Back

Time recommended: 10 minutes

Chat as follows about music, and share some of your own musical favourites.

What do you like most about music?

Do you have any favourite songs?

One of my favourite songs is _____.

Do you have favourite singers or musicians?

My favourite singer is _____.

Do you enjoy moving to music?

How do you like to move to music? (for example, clapping, dancing, hopping)

What do you think about creating your own words for a tune?

Is there one of your own songs that you are especially pleased about?

Should we send the words for that song to your teacher?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Go outside to look at the sky. Are there any changes? Record what you see, and remind the student to check the sky again at bedtime.



Try to catch the sunset tonight. Is it a sunset that would inspire you to paint, draw, or write poetry? What time is the sun setting at this time of year?

Story Time

Time recommended: flexible



Stories help children grow.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Days 1: My Sky Graph. Check the sky again before bedtime, recording any features such as the shape of the moon. Record the shape of the moon on the appropriate date of your calendar as well.

Is it a starry night?

On Day 6, you'll look at the nighttime sky.

Night Sky

What can you see in the nighttime sky—planets, constellations, man-made objects? Today, you'll make a chart of your ideas.



Your student will complete the Sun Facts booklet and evaluate it objectively. Is the child satisfied with the finished product? Does it need any finishing touches? You'll sing songs about the moon and stars, read and answer sky riddles, and possibly create a universe in a jar as your project choice.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- Thematic Assignment Booklet 3A
 - Day 1: My Sky Graph
- other materials as needed
- Months of the Year cards (optional)

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 93–95
- Thematic Assignment Booklet 3A
 - Day 1: My Sky Graph
 - Day 6: Word Families
 - Day 6: More Sky Riddles
- *Swing In*
- *Collections: Too Silly*
- student booklet Sun Facts

Music and Movement

- songs about the nighttime sky
- audiocassette or videocassette player (optional)

Silent Reading Time

- favourite reading material
- music (optional)

Math Time

- See Mathematics Module 3, Day 6.

Project Time

Project Choice 1: Universe in a Jar

- medium-sized jar with lid
- light corn syrup
- water
- blue food colouring
- assorted objects to look like stars, planets, and the moon

Project Choice 2: Telescope

- two or three long paper rolls
- binoculars (optional)

Technology: The Night Sky

- television programs or videocassettes or CD-ROMs or the Internet

Let's Look Back

- Thematic Assignment Booklet 3A
 - Day 6: Learning Log

Story Time

- mutually chosen reading material
- Thematic Assignment Booklet 3A
 - Day 1: My Sky Graph

Activities

Calendar time



Calendar Time

Time recommended: 10 minutes

Begin with the Basic Calendar Procedure. Then point out that the word **month** comes from the word **moon** and that it takes almost one month for the moon to travel around the earth.

Discuss the weather and have your student put the correct weather symbol on the calendar.

Enrichment (optional)

Knowing the months of the year is not expected in Grade One, but some students are ready to learn this.

January

February

March

April

May

More advanced readers may read the names of the months. Begin with recognition of the word for the current month. Use the months of the year cards from your Calendar Package.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Check the morning sky, and fill in the chart. Pay particular attention to the clouds, and have the student sketch them on a chalkboard or piece of paper.

Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is on **writing**. Observe and comment on your student's level of interest, skill, and independence in writing. Preview Day 6: Learning Log in Thematic Assignment Booklet 3A.

Language Arts

Time recommended: 35 minutes

Word Study

Print the following high-frequency words on coloured index cards. Remember to print on the cards without marking short or long vowels, letter combinations, and so on.

but

up

Quick recognition of the words entitles the student to place the cards in the personal word bank.



If the student needs instruction for today's words, emphasize the "short u" sound as follows:



- Refer to the Key Words and Actions Guide from the Appendix of the Home Instructor's Manual.
- The short vowel sounds are often difficult for students to learn so encourage the student to look into a mirror and check the positions of mouth and tongue when saying this sound.

u

up



Lift your arms up as a baby would when wanting "up."



- Have your student print the words on a chalkboard or paper. Show the mark for each short vowel sound as follows.

ŭp

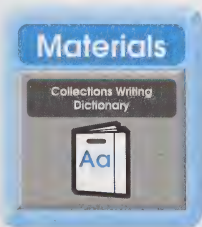
bŭt



Lift the baby up.

After studying the words, place the cards in the New Word Box.


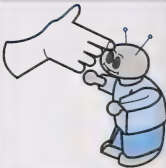
On the other hand, if the student is already familiar with today's words, choose a word or two of personal interest or from recent reading material. Print these words on white index cards. Help your student study them and then place them in the New Word Box. Have the student add any new words to the *Collections Writing Dictionary*.



Phonics and Printing

Help your student practise the “short i” sound as follows:

- Review the key saying and action “You’re it!” from the Key Words and Actions Guide.

i	<p>You're it!</p> 	<p>Touch your head as though you've been tagged and say, "You're i-i-it!"</p>	
---	--	---	---

- Use a chalkboard or a sheet of paper to list words that belong to the **it** or **ig** word families, as shown in the examples.

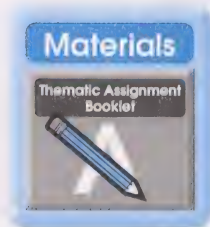
it	ig
fit	big
sit	jig

- Add more words as you think of them. This chart is not an assignment to send in.



Turn to *Level A: Modern Curriculum Press Phonics*, pages 93–96. Read and follow the directions for one page at a time. Mark each page as the student completes it. Have the student do any corrections before going on to the next page. Immediate feedback eliminates repetition of mistakes.

Have your student's full name plus M2D6 printed at the top of pages 93 and 95 and place the sheets in the Student Folder.



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 6: Word Families.

Music and Movement

Time recommended: 10–15 minutes

Review the following songs about the night sky, if you know their tunes. Have your student track the words or do the actions as you sing.

- “Au clair de la lune” from Day 2
- “Aiken Drum” from Day 3.
- “Twinkle, Twinkle, Little Star”

===== Twinkle, Twinkle, Little Star =====

Twinkle, twinkle, little star,
(Open and close your hands with each word.)

How I wonder what you are.
(Open and close your hands again.)

Up above the world so high,
(Point to the sky.)

Like a diamond in the sky.
(Make diamond shape with your fingers.)

Twinkle, twinkle, little star,
(Open and close your hands again.)

How I wonder what you are.
(Open and close hands again.)



Language Arts

Time Recommended: 60 minutes

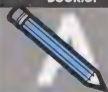
Reading

Use unlined paper to make a chart called Night Sky. Brainstorm to list objects you would see in the nighttime sky.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 6: More Sky Riddles. Some of the words listed on your chart may answer the riddles.

You could read the following poetry about the nighttime sky now or save it for Story Time.

Star Light

Materials

Reading Resources



Turn to the Table of Contents in *Swing In* to find “Star Light.” Your student may be able to read this verse independently.

Then turn to the Contents page in *Collections: Too Silly* to find “Billal’s Writing.” Read or sing the text together, and then encourage the student to substitute other words for **moon** and **spoon** to create new verses.

Writer's Workshop

Complete the student's Sun Facts booklet as follows:

- Have the child read what's been written so far. Discuss how the work is progressing. Is the student satisfied with it?
- Refer to your Sun Facts chart from Day 4. Have the student choose two more facts to write and draw about.
- Introduce the concept of **warm colours**. Suggest that the student use red, orange, and yellow to imitate the warmth of the sun.
- Have your student read the finished booklet aloud.
- Discuss finishing touches that the student could add, for example, more detail to drawings, outlining, more colour, a border, or cut-and-paste items. Mention that adding a detail here and there can bring a picture to life.



Have your student “stand back and take a look” at the booklet; in other words, be objective about the work. Be sensitive to your student's degree of confidence, but encourage self-evaluation with the following script.

Pretend you are someone else looking at your booklet.

Does the book look good?



Was care taken to make it neat?

Is it interesting to read?

Is it colourful and attractive?

Would you add anything or change any part of the booklet?



When your student is satisfied, label the back of the booklet with M3D6, and place it in the Student Folder.

Enrichment (optional)

Reread “The Moon” by R. L. Stevenson.

The Moon

The moon has a face like the clock in the hall
She shines on thieves on the garden wall,
On streets and fields and harbor quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

R. L. Stevenson

Some of the vocabulary in this poem is challenging, but it offers images worth discussing.

Listen to the first line of the poem.

The poet says the face of the moon is like another face.

What is that other face? (the clock in the hall)

How are these two faces, the moon's and the clock's, alike? (They're both round.)



Look at the second verse.

Which animals love to be out by the light of the moon? (cat, mouse, dog, bat)

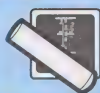
Some animals like bats, owls, and raccoons are **nocturnal animals**, or creatures of the night.

Are dogs and cats nocturnal? Why do you say that?

Read the poem twice with lots of expression to enjoy the word pictures.

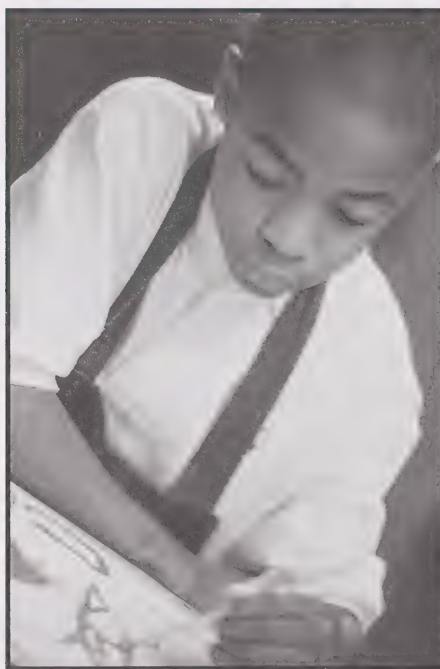
Activities

Teaching Tip:



During advanced reading like this, pay attention to the student's level of interest. If the student is attentive, have the child follow along as you read the poem again.

Encourage mental pictures of the poet's words. Experiment to see whether the student can make better mental images with eyes closed or open. Have the student describe one picture seen clearly "in the mind's eye" and then draw this mental picture. Do not send this picture to the teacher, but save it for your culminating display. Meanwhile, post it in your learning area and show it at Sharing Time.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. It's time for another sky check. Have your student survey the sky and record the sights.

It must be noon, a word that
rhymes with _____.
Take a lunch break. This afternoon,
you'll build a universe in a jar or
make your own telescope.

Silent Reading

Time recommended: 5–10 minutes



Some people enjoy reading to soft, background music; others find even quiet music a distraction. The difference may indicate a person's learning style.

Does your student like to read in a quiet atmosphere or with music playing? Experiment to see which works better. Is the student able to concentrate better with or without music? How about you?

Materials

Home Instructor's Manual



Read more about learning styles in the Home Instructor's Manual.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 3, Day 6.

Project Time

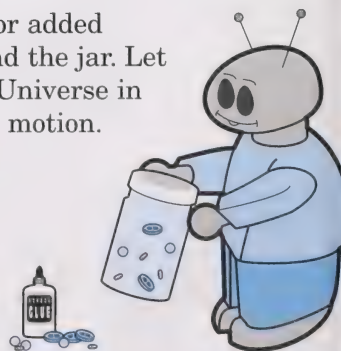
Time recommended: 50 minutes

Do one of the projects, and then do the Technology activity.

Project Choice 1: Universe in a Jar

This project simulates the universe as we see it in the nighttime sky. It works like a snow globe, where a shake sets the snow in motion. Make your universe as follows:

- Stir together these liquids:
 - $\frac{3}{4}$ jar of light corn syrup
 - jar of water
 - a few drops of blue food colouring
- Add an assortment of objects, such as marbles, sequins, beads, and washers, that will look like stars, planets, and the moon.
- Apply white glue around the inside edge of the lid.
- Tightly screw the lid onto the jar. For added security, wrap tape to join the lid and the jar. Let the glue dry before you shake your Universe in a Jar to set the planets and stars in motion.



telescope: an instrument used for making distant objects look closer and bigger, often used to study the stars and planets.

Project Choice 2: Telescope

Scientists use complex, powerful telescopes to study stars, planets, comets, and other things in the sky. You can follow the directions below to use two or three long paper rolls of varying diameter to make a play telescope.

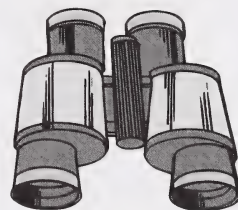
- Arrange the paper tubes so they fit one inside the other.



- Tape each two adjoining sections together.
- Hold the smallest end of the telescope to your eye and view the stars.

This make-believe telescope will not magnify the objects you view, but it will help focus on an object that is a little farther away. Look at the calendar or wall decorations a few metres away. Does the telescope make any difference in what you see?

If you have access to a pair of binoculars, allow the student to use them to get a closer look at objects in the night sky.



Enrichment (optional)

Your student is learning that words have parts, so point out that words beginning with **tele** indicate distance. The student already knows the words **television** and **telephone**. Now the student will be aware that **telescope** is in this same group of words.



television



telephone

Technology: The Night Sky

Materials

Home Instructor's Manual



Have your student try some of the following activities. If you have access to a computer, refer to suggestions in the Computer section of the Home Instructor's Manual.

Research

Have the student use some form of technology to discover more about the night sky. Begin with the following student question on a chalkboard or word strip.

What will I see in the sky tonight?

Activities

Teaching Tip

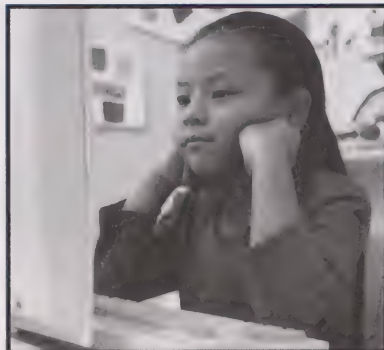


Students in Grade One are expected to access, use, and communicate information gained from technological sources such as these:

- television programs
- CD-ROMs
- videocassettes
- the Internet

Provide your student with some or all of these sources to help answer the student question above. Then use the facts the student finds to study the night sky.

Set a suitable Sharing Time when your student can explain the new discoveries to an audience.



Activities

Internet



Internet Sites

If you have access to the Internet, help your student find the following sites. You could either print out the material you need or take notes.

- Tonight's Sky

www.earthsky.com/Features/skywatching/

After you locate this site, click on today's date and see what to watch for—satellites, the space shuttle in orbit, particular stars, the moon, or planets. This site will even indicate on which days you may see the moon during the day.

- Earth and Moon Viewer

www.fourmilab.ch/earthview/vplanet.html

Get a different view of Earth from the moon and from the sun. You can even click on a certain area to see that spot more closely. Remind the student that you are still looking from very far in the distance, so you won't be able to recognize your location.

- Search Engine

www.yahooligans.com/

Try this **search engine** for children. When subject categories come up, click on the section "Science and Nature." Then click on the link "Space" and search a topic, such as constellations, planets, or moons.

Activities

Teaching Tip



When on the Internet, you'll notice underlined words or phrases. If you move your cursor over an underlined item and the arrow becomes a hand, you know this is a link to another location. Click on the underlined text to see where the link will take you.

You can travel the Internet by either clicking on links or keying in topics one at a time in the search box. Searching the Internet can be a voyage of discovery for you and the student.

Search engine: a tool that finds information on the Internet by scanning for key words

Sharing Time

Time recommended: flexible

Your student could share one of several projects today:

- riddles
- Sun Facts booklet
- Universe in a Jar or model of a telescope
- discoveries from technological sources

a cappella: singing
without musical
accompaniment

You could also have a singsong. Gather around a piano, guitar, or CD player, or sing **a cappella**. Review songs from this module, or sing camp songs you may know. Following are words and actions for one such song.

John Brown's Baby

John Brown's baby had a cold upon its chest
John Brown's baby had a cold upon its chest
John Brown's baby had a cold upon its chest
And they rubbed it with camphorated oil.

Traditional



Sing this song with its traditional tune, or else make one up. Sing it through once with all the words. Then sing it through again and replace some of the words with the following actions:

- Each time you come to “John Brown’s Baby,” fold your arms and pretend to rock a baby.
- Sing the song a third time, doing the rocking motion for John Brown’s Baby and coughing for “had a cold.”
- Continue like this for the fourth time. This time, also touch your chest for “upon its chest.”
- Substitute actions for more words the fifth time. Replace “And they rubbed it” with a rubbing action on your chest.
- Finally, replace “camphorated oil” by holding your nose and sticking out your tongue for the awful smell. By now, you’ve replaced all the words with actions and everyone is probably laughing.

Let’s Look Back

Time recommended: 10 minutes

Review with your student as follows.

What do you think about your Sun Facts booklet?

Do you enjoy getting your ideas down on paper?

How do you feel when you share your writing thoughts with others?

Which do you like better, writing your ideas in words, drawing your ideas in pictures, or doing both words and pictures?

What advice would you give a younger student who is just beginning to put ideas on paper?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and complete Day 6: Learning Log. Record the student's thoughts about today's writing assignment and writing in general.

Then turn to Day 1: My Sky Graph and add any features you see in the sky. Is it a rainy day where you live? Is it snowy? Dry?

Story Time

Time recommended: flexible

You may have saved the poems "Star Light" and "The Moon" to share with your student now.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Record your observations of the night sky.

Tomorrow, you'll look into the fascinating world of clouds.

If a Cloud Could Talk

You've been studying the sky several times a day for your sky graph. Do you see any patterns developing, with clouds, for example? Did you see some clouds most days?

Today, you'll study clouds and help your student become a weather forecaster. The student will imitate clouds, read and write about clouds, and even make and eat clouds.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics*, pages 97–100
- *Collections Writing Dictionary*
- *Collections: Swing In*
- Module 3 spelling list from Day 3

Music and Movement

- favourite quiet music

Silent Reading Time

- favourite reading material

Math Time

- See Mathematics Module 3, Day 7.

Project Time

Project Choice 1: Whipped Cream Clouds

- ingredients listed in activity

Project Choice 2: Meringue Clouds

- ingredients listed in activity

Let's Look Back

- story at the student's reading level
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph

Story Time

- mutually chosen reading material
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph

Activities**Calendar Time****Calendar Time****Time recommended: 10 minutes**

Review the days of the week with the verse that follows.

Solomon Grundy

Solomon Grundy,
 Born on a Monday,
 Christened on Tuesday,
 Married on Wednesday,
 Took ill on Thursday,
 Worse on Friday,
 Died on Saturday,
 Buried on Sunday.
 This is the end
 Of Solomon Grundy.

Traditional

Then proceed with your usual calendar routine. Refer to the Calendar Package for ideas. Remind your student to draw a weather symbol on the calendar.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Fill in the graph, and pay particular attention to the clouds. Have the student sketch today's clouds on the chalkboard or a sheet of paper.

Focus for Today

Today's focus is **phonics**. Consider the student's ability to do the following:

- Use beginning sounds to sound out words.
- Use short vowel sounds of **a** and **i**.
- Correctly use letter combinations, such as **ee**, **oo**, **th**, **sh**.
- Work with word families and rhyming words.

Language Arts

Time recommended: 35 minutes

Spelling

Give your student interlined paper on which to write sentences with the spelling words for this module.

the
I

in
is

it
if

Remind the student to include the following:

- a capital letter to begin each sentence
- a capital letter for proper names of people and places
- correct ending punctuation for each sentence—period, question mark, or exclamation mark

Have the student underline the spelling word in each sentence.



Materials

Student Folder



Alternatively, if your student was able to spell the assigned words on Day 1, choose other spelling words to write in sentences.

Label the back of the writing page with the student's full name and M3D7. Place the sheet in the Student Folder.

Phonics and Printing

The student will work with the “short a” and “short i” sounds today and learn to discriminate between them.

Activities

Teaching Tip



Students usually learn to move their eyes from left to right, but sometimes another method helps a beginning reader. Some children find it easier to figure out a word ending first and then stick the beginning sound in front of it. For such children, the word **wig** is then decoded, or sounded out, as follows.

ig

wig

Once a student knows the **ig** part of the word and how to attach a beginning sound, the child can then read other new words.



big

zig

wig

jig

rig

fig

gig

dig

pig

Materials

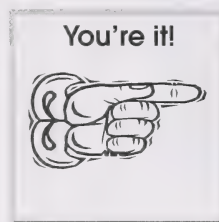
Phonics Book



Turn to page 97 in *Level A: Modern Curriculum Press Phonics*. Here the student must blend a beginning sound with a two-letter ending.

Read the directions at the top of the page. Help your student with one or two items, and encourage independence to complete the page. Mark and take care of corrections as usual.

Do the same with page 98. Both these pages present the “short a” and “short i” sounds.



Turn to page 99. Read the directions together. If your student is able to do this page without help, have the child go ahead. Mention that this is printing practice for today, so a best effort is expected.

If this type of activity is still challenging for your student, read some of the questions together. Have the child refer to each picture cue and list of words and then circle the word to help copy it on the line. Mark the exercise.

Enrichment (optional)

You could do either or both of the following optional activities:

- **page 100 in the phonics book**—The challenge of this page is that the student must give both the beginning and ending sounds of the words.
- **motivational saying**—Children may enjoy the following short, easy-to-read motto. Have the student print it in felt pen or on a computer and post it in your learning area:

If it is to be, it is up to me.

Have your student point out the “short i” words in this anonymous proverb. Then ask which words are on the spelling list for this module. Suggest that the student could apply this saying to any life goal, such as the following:

- learning to read
- getting good marks
- learning to play the piano

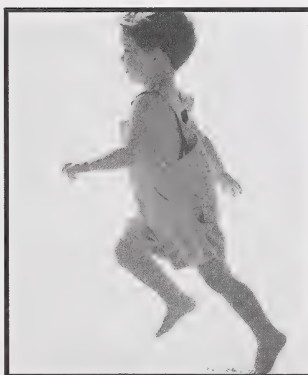
Music and Movement

Time recommended: 10–15 minutes

Ask your student to move as the following types of clouds would move:

- a soft, light, happy cloud floating on a warm, sunny day
- a dark, angry cloud growing bigger before a thunderstorm
- a big, black, furious cloud during a thunderstorm
- a grey cloud that is raining
- a white cloud that is snowing

Have the student demonstrate the difference between clouds that give a gentle rain and a driving rain and that bring a soft snowfall and a dangerous snowstorm.



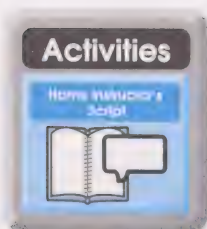
To bring your student down to earth for Language Arts, listen to a favourite quiet, gentle song.

Language Arts

Time recommended: 60 minutes

Reading

To say the weather is cloudy does not give much information because there are many types of clouds. Ask your student to look carefully at the following cloud pictures. Then discuss the pictures with the questions that come after.



What do you see in these photos?

Have you ever seen clouds that look like the ones in the pictures?

Have you ever spent time looking at the clouds in the sky?

Maybe you were stretched out on the grass watching the sun play peek-a-boo behind the clouds.

Have you ever imagined that the clouds were something else—a sheep, a sailboat, a hat?

Do you remember seeing any special shapes in the clouds?

Word Work

Print the word **cloud**, and sound it out as you print. Ask whether the student remembers the **cl** combination of letters from the word **clown**.



clown



cloud

Present the letters **ou** in the word **cloud** as another letter combination, as follows:

- Children know what it means to feel pain. When hurt, people often say, “Ow!” or “Ouch.” Try out the key word and action for **ou**.

ou	<p>pinch sound</p> 	<p>Pinch your arm lightly and say, “Ouch!”</p>	<p>Ouch.</p> 
----	--	--	---

- Have the student check in a mirror to see the position of the mouth and tongue when saying this sound.

- Present these other words with the **ou** letter combination and the “pinch sound” in them.

house
mouse
loud
proud

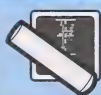
out
shout
pout
mouth

- Read the following sentence with the student, emphasizing the “ou” or “pinch sound.”

A loud boom of thunder came from the clouds.

Activities

Teaching Tip



Your student may mention a word such as **crowd**. If so, explain that the **ow** letter combination sometimes says a similar sound to **ou** but you stretch out the sound a little more in words like **howl**, **gown**, and **plow**.

Note: If the student does not suggest an **ow** word, do not mention this yourself. The **ow** letter combination also makes a “long o” sound, and this may be more than your student can grasp at the present time.

Materials

Reading Resources



Have your student find the story “Clouds” in the Table of Contents for *Swing In*. Look at the pictures, and “talk” the student through the story before reading. Point out the following aspects:

- whom the child is talking to (a cat)
- what picture they might be seeing in each cloud
- features of new words

Have the student read the story aloud. Prompt the student to use these cues:

- known words
- picture cues
- sounds of letters
- rhyming words

Look for rhyming pairs as you read the story again. Then ask questions.

How do you think the cat liked the different clouds?

Which clouds did the cat like? (the chair)

Which ones did he not like? (the old man, the plane) Why? (He was afraid.)



Writer's Workshop

Begin a conversation as follows. Encourage the student to share, and add his or her own ideas. Use the chart and pictures that you'll find as you follow the script.




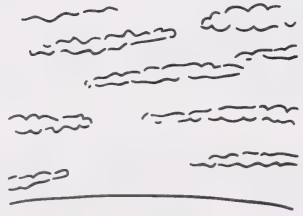
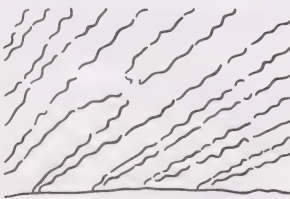
Have you had a good chance to study clouds?

Tell me what you remember.

Describe some different types of clouds you have seen.

Tell what you know about clouds.

What do you know about the size, shape, and colour of clouds?

CLOUD	DESCRIPTION	WEATHER
 <p>Cumulus</p>	White and puffy. Flat on the bottom, oddly shaped on the sides and top. They change shape very quickly.	Warm and sunny.
 <p>Cumulonimbus</p>	Large and puffy. White on top, dark gray or black underneath.	Lightning, thunder, rain. Sometimes hail. In extreme conditions, can turn into a hurricane or a tornado.
 <p>Stratus</p>	Layered gray clouds that block the sun, sometimes covering the whole sky.	Cloudy and gloomy. When these clouds are dark gray, they may bring rain or snow.
 <p>Cirrus</p>	Curly, wispy, feathery white clouds. They're formed of ice crystals because they're so high up.	Usually fair.
 <p>Cirrocumulus</p>	Lumpy or patchy clouds that look like fish scales. When there are lots of them, it makes a "mackerel sky."	Usually fair.

Point out that it is not clouds alone that bring the weather but a combination of the following.

- sun
- wind
- temperature
- moisture in the clouds

Study the following pictures of clouds.





How do clouds move?

Do certain clouds go with certain weather?

How would you describe the clouds in each of these pictures?

Would words like **wispy**, **feathery**, **heavy**, **light**, or **solid** be suitable?

What other words could you use?

Have you been able to tell from the sky what the weather will be like?

You can be a weather forecaster!

Think about what the sky was like last night and this morning.

What do you think the weather will be like today?

Make a prediction as a weather forecaster would.

Take out a writing page. Have the student draw and print out a weather forecast for today and then read it aloud.



Remind your student to use the charts hanging in your work area, the word bank, or the *Collections Writing Dictionary* to look for word spellings. Words can also be sounded out. If the student is not sure about some spelling, underline the word to check later.

Label the back of the sheet with the student's full name and M3D7 before placing it in the Student Folder.

Enrichment (optional)

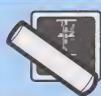
Weather Chart

If time allows, make a chart called **Clouds and Weather**. Brainstorm about the kinds of weather that clouds can bring. Write and sketch each idea.



Activities

Teaching Tip



Sketches, or quick drawings, act as visual cues or aids to comprehension. Pictures clarify, add meaning, and present a concept to the beginning reader in another **modality**.

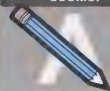
modality: one of the main avenues of sensation, such as sight or hearing.

Ask your student to read the chart to you. Do not submit this chart to the teacher, but save it for your culminating display.

Take a lunch break, but first remember your sky check!

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Note your sky observations. Is it a cloudy day? What kind of clouds do you see?

Silent Reading

Time recommended: 5–10 minutes



Get ready for a good read!

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 3, Day 7.

Project Time

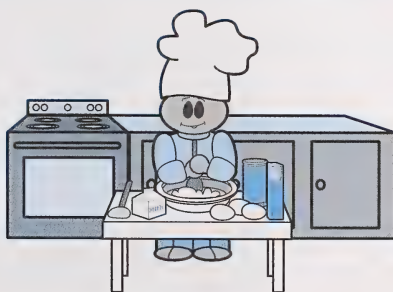
Time recommended: 50 minutes

Read the following chart with your student or make a chart together that covers kitchen organization, safety, and cleanliness.

Let's Cook

When I use the kitchen, I do this:

- _____ Wash my hands.
- _____ Cover my clothes with an apron or old shirt.
- _____ Take out everything I need.
- _____ Measure everything carefully.
- _____ Ask an adult to help me use the stove.
- _____ Wash the dishes and clean up the kitchen.
- _____ Then I sit down and eat!



Project Choice 1: Whipped Cream Clouds

These clouds sit nicely on top of pudding. The recipe makes six to eight clouds.

250 mL	whipping cream	1 cup
15 mL	white sugar	1 tbsp.
5 mL	vanilla flavouring	1 tsp.
	filling (nuts, fruit, candies)	

- Beat cream until peaks form.
- Beat further to blend in sugar and vanilla.
- Spoon whipped cream onto plates and shape into clouds.
- Make a hole in each cloud, and fill it with whatever you would like to “rain” down from the cloud, such as nuts, raisins, diced fruit, candies, or apple sauce.

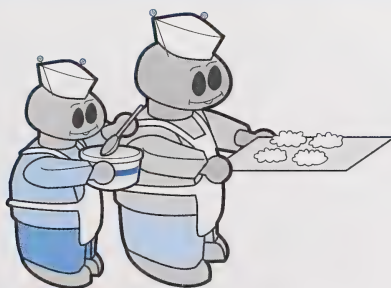


Project Choice 2: Meringue Clouds

Eat these clouds when they are ready or save them for a dessert or a snack at Sharing Time. This recipe makes 12–15 clouds.

4	egg whites	4
0.5 mL	salt	$\frac{1}{8}$ tsp.
1 mL	cream of tartar	tsp.
250 mL	white sugar	1 cup
5 mL	vanilla flavouring	1 tsp.

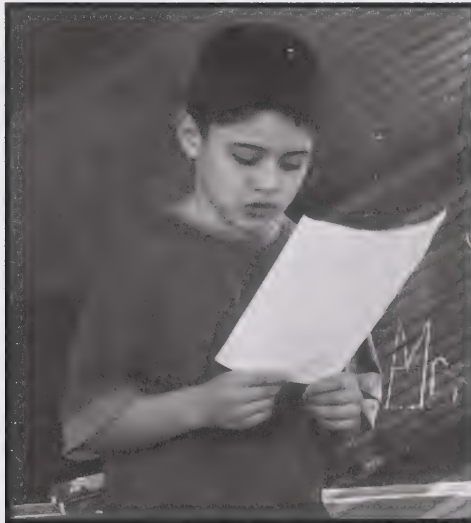
- Beat egg whites until frothy.
- Add salt and cream of tartar. Beat well.
- Beat in sugar gradually.
- Add vanilla, and continue beating until mixture is glossy and stiff but not dry.
- Cover baking sheets with waxed paper, and spoon on meringue clouds.
- Bake at 110°C (225°F) until clouds are firm and dry but still white, about 45–60 minutes.



Sharing Time

Time recommended: flexible

Did you save dessert for Sharing Time? If so, the student could share the recipe as a cooking lesson. Help the student recall and sequence the steps involved. Give the presentation with or without written notes. Help the student practise to develop fluency and confidence in explaining the procedure.



Let's Look Back

Time recommended: 10 minutes

Discuss phonics along with a story that is close to the student's reading level but has some unfamiliar words.

When you're reading a story for the first time,
what helps you figure out a new word?

Read part of the story you set out, to help your student identify ways of decoding words. The child may mention some of these:

- pictures
- beginning sounds
- word endings
- a silent e

Note and acknowledge the methods the student mentions. Some examples follow.

That was good the way you made the **super e**
tap the letter **a** in the word **game**.



I noticed that you checked the picture to
get an idea of what the story is about. Good
readers do that.

You weren't too sure about the word **hand**.
What did you do to figure it out?

The student might recall the "h" sound from the key word **heart**
and then add the word **and**.

h + and = hand

Good readers use tricks like that to help them.

Good thinking!

Activities

Teaching Tip



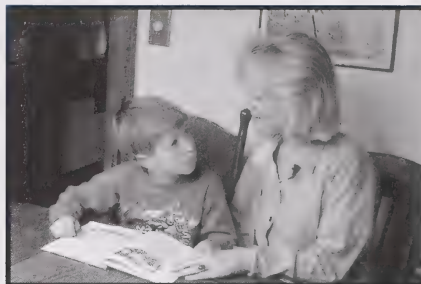
Beginning readers need the reassurance of being on the right road. When you help the student verbalize the mental processes involved in reading strategies, you are reinforcing effective learning methods.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph, and record what you see in the daytime sky. You have one more sky check in the evening.



Story Time

Time recommended: flexible

You could read some of the books on clouds listed in Additional Resources at the front of this module. Two that might appeal to your student are these:

- *Cloudy with a Chance of Meatballs* by Judi Barrett
- *The Cloud Book* by Tomie de Paola

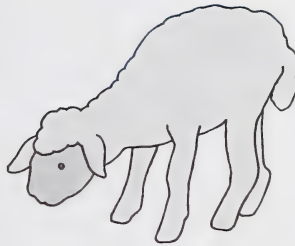
For a student who wishes to learn more, the second book is a starting point for further research. Also read the classic poem that follows.

Clouds

White sheep, white sheep,
On a blue hill,
When the wind stops
You all stand still.

When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

Christina G. Rossetti



Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Check the sky again at night. Record what you see.

Is it clear or cloudy tonight? You could go for a walk to view the night sky and predict tomorrow's weather.

Whatever the Weather

Weather and seasons can affect what people do and how they feel.



Glum



Cheerful

Today, you'll read poetry and sing songs about the weather. The student will paint to music and then make a Rain Jar and learn about conditions that produce clouds and rain.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 101–103
- *Toes in My Nose*
- *Swing In*
- *Zoom In* (optional)

Music and Movement

- favourite songs about the weather

Math Time

- See Mathematics Module 3, Day 8.

Silent Reading Time

- favourite reading material

Project Time

Project 1: Painting to Music

- your weather charts
- music

Project 2: Rain Jar

- Thematic Assignment Booklet 3A
– Day 8: Clouds and Rain
- *Dive In*
- hot water
- big jar with lid
- small tin can
- ice cubes
- flashlight

Let's Look Back

- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph

Story Time

- mutually chosen reading material
- books or poems about clouds
- *Bringing the Rains to Kapiti Plains*
by Verna Aardema (optional)

Activities

Calendar time



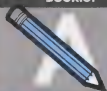
Calendar Time

Time recommended: 10 minutes

Refer to the Calendar Package for procedures and suggested activities. Draw a small weather symbol on your calendar.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Review the last few days to see whether any weather patterns have developed. Have your student record the present sky features.

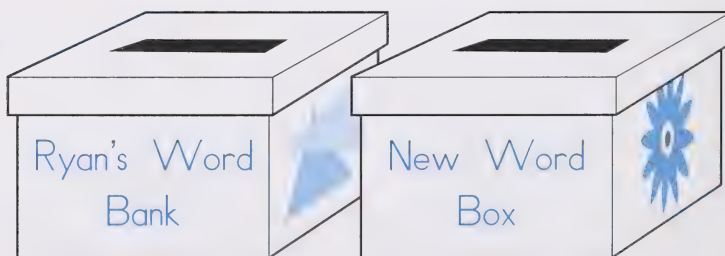
Focus for Today

Focus on the student's developing **knowledge and attitude in science**. Note the child's curiosity about the natural world and ability to observe and communicate discoveries.

Language Arts

Time recommended: 35 minutes

Word Study



Print the following two high-frequency words on coloured index cards. If your student recognizes these words at a glance, place them in the personal word bank for periodic review and select two other words.

your

their

Otherwise, study these words as follows:

- Have the student practise writing the words on a paper or chalkboard. Spelling is not required at this time, but printing is kinesthetic, or muscle-related, and will help the child remember the words.
- Visual details also help the student remember spelling. Point out the little word **you** in **your** and that the letter **u** in **your** is silent.

your your

- Remind the student that *your* means belonging to you, such as *your shoes*.

I like **your** shoes.

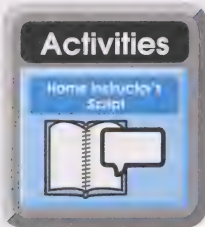
- The letters **eir** in the word **their** do not sound like a beginning reader might expect, as they say “air.” The student could learn this word as two sets of letter combinations.

th eir

- Remind the student that **their** means belonging to them, such as *their car*.

I want to ride in **their** car.

The word **rain** will show up several times today. Introduce it with this useful generalization.



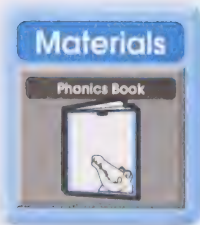
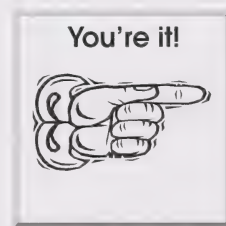
When two vowels go walking,
The first one usually does the talking
And it says its name.
The second one says nothing at all.



Have the student print any new words in the *Collections Writing Dictionary*.

Phonics and Printing

Review the Key Words and Actions Guide for the “short a” and the “short i” sounds.



Turn to *Level A: Modern Curriculum Press Phonics*, pages 101, 102, and 103. Follow the instructions for each page. Mark each page, and have the student make corrections as needed. Re-mark each page with a different-coloured pen.

Encourage the student to print neatly for these pages, as printing practice for today.

Music and Movement

Time recommended: 10–15 minutes

Encourage movement to show the following weather contrasts:

- a raindrop in a light rain and a raindrop in a downpour
- a snowflake in a light, fluffy snow and a snowflake in a heavy, wet snow
- the sun shining and a bolt of lightning in a big storm
- a fluffy cloud and a dark, heavy cloud

Does the student notice and act out the contrast from one prompt to the other?

If available, listen to one of the weather songs that follow:

- “Robin in the Rain” on *Singable Songs for the Very Young* by Raffi
- “Mr. Sun” on *Singable Songs for the Very Young* by Raffi
- “Douglas Mountain” on *More Singable Songs* by Raffi
- “It Ain’t Gonna Rain” on *The Cat Came Back* by Fred Penner
- “May There Always Be Sunshine” on *10 Carrot Diamond* by Charlotte Diamond



Alternatively, you could make up your own words to old, familiar tunes, such as the songs that follow to the tune of “Row, Row, Row Your Boat.”

**Rain, rain, rain all day,
Rain all day and night.
Merrily, merrily, merrily, merrily,
Puddles are in sight.**

**Snow, snow, snow all day,
Snow all day and night.
Merrily, merrily, merrily, merrily,
Sledding feels just right.**



Also try the word **snow** in the following verses to the tune of “I’ve Got the Joy.”

Oh, let it rain, rain, rain, rain,
down on the ground,
down on the ground,
down on the ground.

Oh, let it rain, rain, rain, rain,
down on the ground,
down on the ground
all day.

Activities

Teaching Tip



Songs can be fun and can stimulate learning. Brain research confirms that students learn more when they are relaxed and having fun than when they are tense.

Language Arts

Time recommended: 60 minutes

Reading

Today, you’ll read poetry about weather. Read each poem expressively, and then study it more closely. Read it again, with the student reading familiar words. If you wish, save some of this poetry for Story Time.

Whatever the Weather

Activities

Teaching Tip



Has the student heard the expression *under the weather*? What does this expression mean? Discuss how weather affects feelings and health.

Scientists and doctors have discovered how weather can affect people. During the dark months of winter, some people may be influenced by the lack of sunlight and become ill. For this reason, it is important to spend some time outside during daylight hours, if at all possible.



Whatever the Weather

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather
Whatever the weather
Whether we like it or not.

Traditional



Study this poem as follows:

- Can your student explain what the poem means? Although it sounds nonsensical, it is basically saying that we have no say in what the weather will be like.
- This rhyme shows the difference between the sound of the letter **w** and the sound of the letter combination **wh**. The words **whether** and **weather** are so close in sound that they are generally considered as **homophones** or **homonyms**.
- Purse your lips for the whistle sound, to say the word **whether**. Round your lips to a tight circle and draw your cheeks in somewhat as though preparing to whistle. Air comes out when you make a correct “wh” or whistle sound.



Homophones: two or more words having the same pronunciation but different meanings and spellings

Homonyms: words with the same pronunciation, but with different meanings and often different spellings.

Whether needs a whistle sound.

wh	whistle 	Purse your lips as you would to whistle. Then say the word whistle .	
----	---	---	--

Weather does not need a whistle sound.

w	water 	Form the word water in sign language. Begin with the right hand letter w , as shown. Then touch the index finger of your w hand to your mouth a few times to indicate drinking water.	
---	---	--	--

One Misty, Moisty Morning

Read this nursery rhyme, and then study it with the points that come after.

One Misty, Moisty Morning

One misty, moisty morning,
When cloudy was the weather,
I chanced to meet an old man
Clothed all in leather.
Clothed all in leather,
With cap under his chin.
How do you do, and how do you do,
And how do you do again?

Traditional

- Discuss the poem by asking your student to do the following:
 - Describe the weather mentioned in the verse. (cloudy, wet)
 - Find the word that rhymes with weather. (leather)
 - Tell what the man was wearing. (leather)
 - Tell what the man said. (“How do you do?”)
 - Shake hands and say “How do you do?”
- Reread the poem, pausing to allow the student to fill in the correct word. For example, you might read as follows

One misty, moisty _____,

When cloudy was the _____,

- Look through the poem for high-frequency words that the student knows. You will find these:

I	in	and
was	with	an
the	do	you

- Look for words that the student can readily sound out, such as these.

meet cap chin

- Look for repetitive phrases, such as these:

clothed all in leather

how do you do

- Reread the verse together, or have the student read it alone.

I Wonder About Thunder

Turn to the poetry book *Toes in My Nose*, and read the poem “I Wonder About Thunder.”

In each verse, the writer uses **imagery** to say what she thinks thunder is like. Discuss these images. Ask your student to picture angels bowling or the sun burping.



Is rain spoiling this child's fun?

Materials

Reading Resources



imagery: descriptions and figures of speech that help the reader form mental pictures

Rain Verses

Introduce your student to these verses as follows.

Can you remember a time when rain spoiled your plans?

Maybe you were having fun outdoors when it started to rain.

How did you feel?

What did you do?

Here's a verse that you could chant when it rains

Rain, Rain, Go Away

**Rain, rain, go away,
Come again another day;
Little Johnny wants to play.**

Traditional



Materials

Reading Resources



Read “Rain, Rain” on pages 12 and 13 of *Swing In*. Then discuss rain with the following question.

Why do you think we need rain?

Evaluation

You've read several poems. Now ask your student some questions.

Which weather poem did you like best?

Why did you choose that poem as your favourite?





Enrichment (optional)

What about snow? Have your student find the poem "First Snow" in the book *Zoom In*. Is the student getting used to looking for a title in the Table of Contents? Read this poem together.

Writer's Workshop

Weather and Feelings chart

Use unlined paper to make a chart of weather and feelings. Have the student do some of the writing and sketching. An example follows.

Weather	Feelings
grey sky 	sad  sleepy 
sunny 	

Activities

Learning Tip



Ask the student to read the chart to practise figuring out unfamiliar words. Remind your student to use these strategies:

- Look at the picture beside the word.
- Look at the first letter of the word and try that sound.
- Look for letter combinations you know, such as **ch**, **sh**, **oo**.
- See if the word might rhyme with a word you know.
- Think of the topic—for example, kinds of weather.

Materials

Student Folder



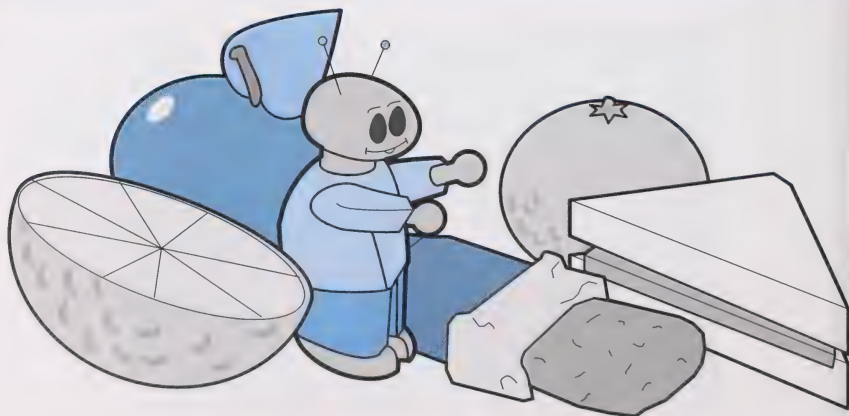
Have your student label this chart with full name and M3D8. Post it for a few days, and then place it in the Student Folder. This chart is suitable for your culminating display.

Materials

Thematic Assignment Booklet



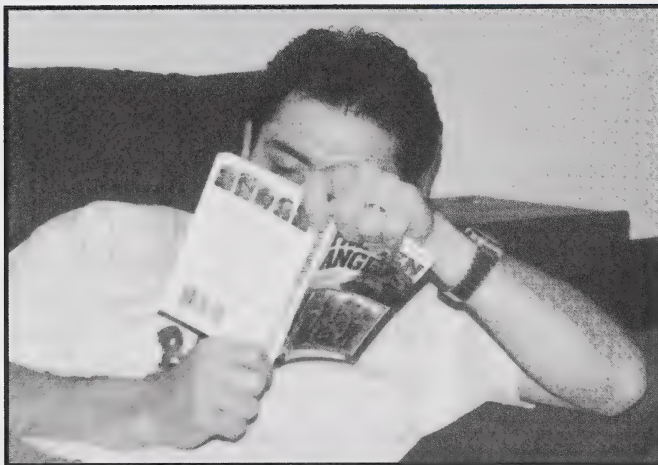
Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Have your student observe the sky and fill in the chart.



It's time for lunch!
What weather and activities are in store for this afternoon?

Silent Reading

Time recommended: 5–10 minutes



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 3, Day 8.

Project Time

Time recommended: 50 minutes

Complete both projects today. Be sure to involve your student in both set-up and clean-up.

Project 1: Painting to Music

Display all your charts from this module—sky words, day and night sky, and weather and feelings. Have the student refer to them for ideas while painting to express feelings about weather.

During this project, emphasize the following concepts, one at a time:

- horizon
- interpreting feelings and moods visually
- self-assessment
- finishing touches



Horizon

Provide paper and paints, and have your student first draw a horizontal line to divide the picture into sky and ground. This line may be relatively straight or could be curved to represent hills.

Point out that the horizon is a line our eye makes, rather than an actual line. Have your student look outside into the distance to see where the sky appears to meet the ground.

The student may show an even amount of sky and ground, more sky and less ground, or the opposite.

Interpreting Feelings and Moods Visually

Your choice of music will help create the mood that the student will interpret visually. Look at your chart from this morning, and discuss the type of painting your student would like to do—for example, quiet, exciting, or serious.

Then choose music to suit that particular mood and a type of weather that would match it. For example, the student may think of a sunny day and a happy mood. What music would suit that combination?



Self-Assessment

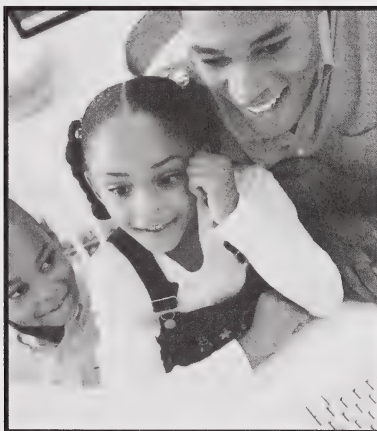
Play the music, and allow time for the student to listen and complete details of the painting. Then encourage stepping back to assess whether it needs more colour or detail.

Challenge the student to fill the entire paper, rather than leaving white space between the sky and the ground. If the student does not grasp this concept, look outside to see whether there are any bare spaces. Point out that in nature, the space is all filled. Suggest that the student do the same on paper when representing nature.

Finishing Touches

Allow the painting to dry. Then have the student outline details of the painting with a black felt pen or black paint and a fine paint brush. This technique can often bring a painting to life—astonishing even the artist. Encourage the student to be brave and experiment.

One last finishing touch is the title. When you step back and look at your painting, what topic comes to mind? The student could print a title or prepare one on the computer with an appropriate letter size and a readable font. Attach the title to the bottom front of the painting.



Label the back of the painting with the student's full name and M3D8. Also include a title or description of the music that inspired the art work. Place the painting in the Student Folder, or display it until you submit your assignments. It will also be appropriate for your final exhibit.

Materials

Student Folder



Materials

Reading Resources



Materials

Thematic Assignment Booklet



Project 2: Rain Jar

Do this project now, or save it for Sharing Time. Turn to “Make a Rain Jar” on pages 58 and 59 in *Dive In*. Follow the instructions. Then have the student carefully observe what happens in the jar.

Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Day 8: Clouds and Rain.

After the experiment, help your student understand the following:

- Warm moist air (vapour) leaves the hot water and rises in the jar. This is evaporation.
- A cloud of water drops is formed when the vapour meets the cold lid. This is condensation.
- Water drops may then fall from the lid or run down the side of the jar, like rain.

Sharing Time

Time recommended: flexible

The student could do the rain experiment or share poetry, music, or artwork.

Also share some of your own projects to stress the importance of lifelong learning.



This is my project.

Let's Look Back

Time recommended: 10 minutes

What did you like about making and observing the rain jar?

What new things did you learn about clouds?

What did you find out about rain?



Explain what you learned about using hot water in an experiment.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph, and add any sky features that you see.

Story Time

Time recommended: flexible



Did you read all of the weather poems, or did you save some for now?

Did you find any other poems or stories about rain? One favourite is *Bringing the Rains to Kapiti Plains* by Verna Aardema, which is also available on videocassette. This African tale illustrates the need for rain and how the rain came to Kapiti Plains.

Materials

Thematic Assignment
Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Remind your student to check the night sky before bedtime and record observations.

Tomorrow is Day 9, the halfway point for Module 3.

Weather and Flight

Over the next few days, you'll look at two aspects of the sky—weather and flight.

You'll read the story "My Weather Diary" to get a pattern and ideas for a shared writing activity. Some of today's activities are optional in case you need time for winding down Module 3A.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 107–110
- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph
– Day 9: Y-Words Wheel
- *Collections: Under My Hood.*
- your chart of weather symbols
- days of the week cards
- your calendar
- paper rivet

Music and Movement

- low stool
- group of children (optional)

Silent Reading Time

- favourite reading material

Math Time

- See Mathematics Module 3, Day 9.

Project Time

Modelling Things That Fly

- commercial or homemade modelling clay
- food colouring or paints (optional)
- sandpaper or file (optional)

Let's Look Back

- Thematic Assignment Booklet 3A
– Day 1: My Sky Graph
– Day 9: Student Folder Items

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Ask your student to independently add today's date to the correct space on your calendar. Set out your days of the week cards, and ask the student to choose today's card. Have the student prepare the pocket chart sentences.

Today	is	Friday	.
-------	----	--------	---

Go outside to check the weather. Then draw the weather symbol for today on the calendar.

Materials

Thematic Assignment Booklet



While checking the weather, observe the sky for details. Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Discuss the sky for Day 8, and have the student fill in features of this morning's sky.

Did you see the time of the sunrise this morning? You may be able to find this in a newspaper, on the Internet, or in a television weather report.

Focus for Today

Focus on the student's **attitudes, work habits, and skills**. Refer to Let's Look Back for points to observe.

Language Arts

Time recommended: 35 minutes

Word Study

Print these frequently used words on coloured index cards. Check your student's ability to read the words without having to sound them out.

will

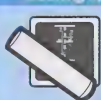
said

Is the student able to read the words both in isolation and in a sentence?

"I will go to the store," said the boy.

Activities

Reading Tip



Following are some important points about reading development:

- Learning to automatically recognize high-frequency words is a gradual but important part of reading development.
- If the student has to stop and sound out words that occur often, reading fluency is interrupted.
- Without fluency, meaning is difficult to sort out, if not lost completely.

If your student is able to read today's words easily, place the cards in the personal word bank. Encourage the student to select two new words.





For further study, use the following techniques:

- Prepare a chart of words that rhyme with the word **will**.

will
still
pill

- Review the key word and action for the “short i” sound.

i	<p>You're it!</p> 	<p>Touch your head as though you've been tagged and say, "You're I-I-it!"</p>	
---	---	---	--

- The word **said** does not follow regular phonics rules. Help your student hear the beginning and ending sounds, referring to the Key Words and Actions Guide.
- The **ai** in **said** does not say the “long a” sound as the student may expect. Compare these words.

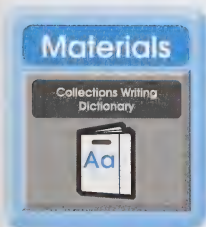
rain	said
------	------

The word **rain** follows the rule about two vowels and does what you would expect. The word **said** does not do what you would expect. To help the student remember, you could refer to **said** as a **weird word** and show it like this.



After studying the new words, place the index cards in the New Word Box.

Have the student print any new words in the *Collections Writing Dictionary*.



Materials

Phonics Book



Phonics and Printing

Review the “short u” sound with the activities that follow:

- Turn to page 107 in *Level A: Modern Curriculum Press Phonics*, and read the poem together.
- Review the key word **up** and its accompanying action.

u

up



Lift your arms up as a baby would when wanting “up.”



- Read the following rhyme that emphasizes the “short u” sound

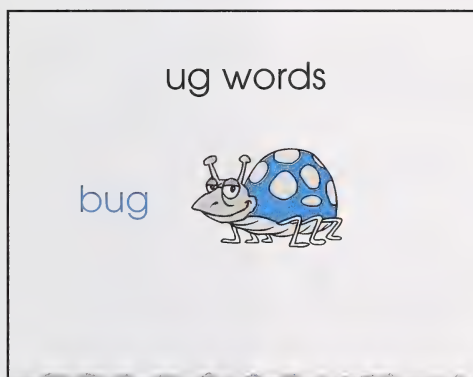
Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the King’s horses
And all the King’s men
Couldn’t put Humpty together again.

Traditional



- Look for the following verses in a book of nursery rhymes. Have the student hunt for the “short u” words in each of them.
 - Little Miss Muffet
 - Rub-a-dub-dub (the original)
 - Little Tommy Tucker
- List word families for some of the words you find, such as **ub** words or **ug** words.

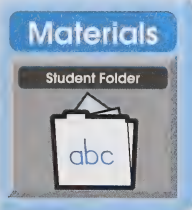


- Finally, complete the phonics activities on pages 107, 108, and 109. Mark each page at once so the student has immediate feedback.

Get the student to print full name and M3D9 at the top of pages 107 and 109. Place these sheets in the Student Folder.

Enrichment (optional)

Have the student complete page 110 in *Level A: Modern Curriculum Press Phonics*.



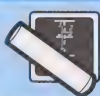
Music and Movement (optional)

Time recommended: 10–15 minutes



Activities

Teaching Tip



Try to include some outdoor play for your student each day. One homeschooling parent has her students go for a morning walk before sitting down to work. “If they were going to school,” she reasons, “they would walk a little before sitting down to their lessons.”

Today’s optional activities give students the notion of flying. If the weather is suitable, do them outside. Supervise closely to be sure your student is jumping from a safe place and landing in a safe place. Demonstrate how to jump safely and then land with your knees bent. Describe this to the student as “squishy” knees.

If jumping is not a suitable activity for your student’s abilities, select the alternative activity or select movements suitable for your child’s abilities.

Lead the student in the following jumping exercises:

- Jump from one spot to another, taking off and landing on two feet.
- Jump from one spot to another, taking off on one foot and landing on the other.
- Jump from one spot to another, taking off on one foot and landing on the same foot.
- Start with a running step and then jump, taking off on one foot and landing on two feet.
- Do the previous exercise, except land on one foot.
- Repeat the same jumps, but do some movements in the air before landing. For example, take off, spread your legs, and bring them back together again before landing. See how many different movements your student can think of. Encourage both arm and leg movements.
- Have your student get onto a low stool and jump off. Again, see how many movements are possible while in the air. It helps to plan what you will do before you jump.



Alternative Activity



This traditional circle game is fun with a group. Try it for Sharing Time, as follows:

- Choose one person to be the bluebird.
- Have the rest of the group form a circle, holding hands.
- Hold all the joined hands up to form arches or “windows.”
- Get the bluebird to weave in and out of the windows as everyone sings the first verse.
- Use the traditional tune, or make one up.
- After the first verse, the bluebird can stand behind someone else and tap that person on the shoulder while everyone sings the second verse.
- The person who was tapped is then the bluebird and weaves and out of the windows with the first bluebird following.
- Repeat the song and actions until all of the children are bluebirds and the circle has disappeared.

= Bluebird, Bluebird, Through My Window =

Bluebird, bluebird, through my window,
 Bluebird, bluebird, through my window,
 Bluebird, bluebird, through my window,
 Oh, Johnny, aren't you tired?

Take a little friend and tap her on the
 shoulder,

Take a little friend and tap her on the
 shoulder,

Take a little friend and tap her on the
 shoulder,

Oh, Johnny, aren't you tired?

Traditional

Language Arts

Time recommended: 60 minutes

Reading

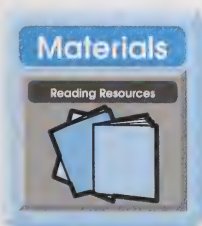
Set out the following materials:

- your calendar
- *Collections: Under My Hood*
- your chart of weather symbols
- Day 1: My Sky Graph, Thematic Assignment Booklet 3A
- days of the week cards from the Calendar Package

Review the days of the week by putting the cards in order.

Turn to the Contents page in *Collections: Under My Hood*. Have your student run a finger down the left side of the titles, looking for the word **My** in "My Weather Diary." Find the page indicated, and read the story as follows:

- First, read the day of the week on each page. For each one, have the student look at the window in the picture and predict what word the boy might use to describe the weather.



- Then look at the first line of text on that page to check your word prediction. For example, the first one is this:

Monday was a cloudy day.

- Go back to the beginning, and read the story together. Some students might be able to read the entire story. Others might be able to read the first line on each page and help read some of the words on the second line.
- Track the text and match each written word with one spoken word. Do this just like counting one item for each number spoken in math. An example follows.

Friday was a rainy day.



- Read the story a second time. Have the student read the first line, and then you prompt with a question, such as this.

What did the boy smell on Monday?

- Then lead the student to read the second line by saying this.

The boy smelled _____.

- Continue in the same manner for the rest of the story, asking what the boy **heard**, **made**, **saw**, **felt**, and **thought**.
- Point out that good writing appeals to our senses. Refer to the story, and ask how the student thinks that this story connects with each of our senses.
 - sight
 - hearing
 - smell
 - taste
 - touch

Word Work

Now that you've reviewed the days of the week and words that describe the weather, also look for rhyming words and review the word **sky**, from Day 1.

Then look for phrases that answer the question **where**? You'll find these:

- in the air
- on the bay
- across the sky
- on my nose
- on the water

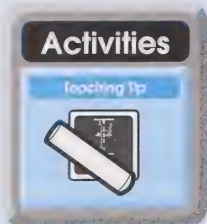
MaterialsThematic Assignment
Booklet

Turn to Thematic Assignment Booklet, 3A and follow the directions to complete Day 9: Y-Words Wheel. Help your student read the words. Do not send in this assignment.

**Writer's Workshop**

Set out your calendar. Have the student look at it for ideas to write a story about the weather you've observed during Module 3A.

Explain that authors sometimes use other people's books as a source of ideas for writing. Today, you'll use the first line of the story "My Weather Diary" as a pattern sentence for some shared writing. Read the Teaching Tip that follows to learn about shared writing.



Shared writing means that you work with the student to write something. You model good writing, demonstrate the writing process, and break up an assignment that may be too lengthy for the student to write alone. Use the following steps:

- Rehearse what you will write. Discuss a question, such as “What will we call our story about the weather?”
- Refer to your calendar and discuss another question, such as “What was the weather on Monday?”
- You write the first sentence, saying each word slowly as you go.
- Refer to the pattern sentence in the story to emphasize the connection between reading and writing.
- Talk aloud as you work. Sample comments follow:
 - How do I spell **Monday**? Oh, all the days end with **d-a-y**.
 - How do I spell **cloudy**? It’s on the chart.
 - What punctuation mark comes at the end of the sentence?
 - Let’s read the sentence over to see if it makes sense.
- Have your student write the next sentence using some of these suggestions.
- You write the next, and so on until the story is finished.

Write your story together as directed. Then have the student read it aloud. Because the child was actively involved in the writing, the text will be familiar and therefore easier to read.

Note: It may be easier for your student to fit your words in a line if your paper is placed sideways.

Our Week of Weather

Monday was a _____ day.

Materials

Student Folder



Label the back of the paper with the student's full name and M3D9. Place it in the Student Folder, and use it for your Module 3 display.

**Are you waiting for lunch?
Have you something to munch?
But before you fly,
Please check the sky.**



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Check the sky, and record what you see.

Silent Reading

Time recommended: 5–10 minutes

After reading, share what you've read. You might comment, "I found a new way to press flowers. We could try it some time."

The student might comment, "This book had really neat pictures."



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 3, Day 9.

Project Time (optional)

Time recommended: 50 minutes

Modelling Things That Fly

Today, the student will shape commercial modelling clay or homemade modelling clay into something that flies, for example, a bug, a butterfly, a bird, or a plane. For homemade modelling clay, use the recipe from the Art section of your Home Instructor's Manual.



Your student may need some assistance with techniques to use with modelling clay. Refer to the following teaching tips.



Guide your student with the following ideas on sculpting.

- Begin with a lump of modelling clay about the size of your palm. Demonstrate rolling it into a ball or a rope, or flatten it on the table to make a flat base.
- Ask the student to imagine things that fly. What do they look like? What shapes are they made of?
- Use different shapes to make a flying animal or object.
- For birds, make sure that the legs, neck, wings, and head are thick and supported against the main part of the body.
- Demonstrate using a tool such as a fork to scratch texture lines to represent feathers or fur.
- Leave your sculpture on a table for a few days or place it in an oven for several hours at 100°C to dry.
- When the sculpture is dry check for rough edges. Smooth these with sandpaper or a fine file and wipe the resulting dust from the surface.
- Paint everything, even the bottom of your sculpture. You could add stripes, dots, feathers, or skin texture, whether or not you scratched any lines before. The edge of a paintbrush or a bit of sponge dipped in paint gives an irregular pattern, suitable for spots and stripes.

When the models are completed save them for your display at the end of Module 3.



This project is not required for submission, but your teacher might like to see it. If you submit it, be sure to label it and protect your artwork with packing material. Alternatively, you could send a photograph of the project.

Let's Look Back

Time recommended: 10 minutes

Discuss your day with questions such as the following, to learn about your student's attitude toward thematic work.

What do you remember about our reading activities today?

What do you think about learning to read?

How does reading help you?

What do you remember about our writing activities?

Were you able to concentrate on the writing until we were done?

What do you think about the work as we begin each day?

How do you feel when you are working?

How do you feel when you finish a job such as writing your story today?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, Day 1: My Sky Graph. Record your observations. This is your last sky check.

Review your Sky Graph, and discuss the changing sky with the following questions.

What was the weather like most of the time?

On how many nights did you see the stars?

What did you notice about the shape of the moon?

Could you see the moon during the day?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 3A, and follow the directions to complete Module 3A, Student Folder Items.

Check off each item as you gather the required materials from your Student Folder. Submit these items to your student's teacher for marking at the time the teacher has requested them.

Culminating Display

If you are planning an exhibit of Module 3 materials, you could notify the teacher when you submit items for Module 3A, in case you need them back quickly for your display.

Story Time

Time recommended: flexible

You could read something about flying, such as “I Can Fly” by Sheree Fitch, from *Toes in My Nose*.

**Congratulations on
finishing Module 3A!
In the second half of Day Sky,
Night Sky, you’ll reach for the stars.**



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